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ABSTRACT

A training and dissemination conference for State education officials was conducted by the Massachusetts State Department of Education. Every State and territorial department of education was invited to send the person or persons in their State most directly responsible for elementary curriculum. Fifty-two persons, representing 37 states, three U.S. territories, and the District of Columbia, attended. The goal of the conference was to motivate, orient, and prepare elementary curriculum planners and supervisors to assist elementary teachers in the preparation and implementation of career education materials into their classrooms. In addition to speeches and panel discussions, the conference format provided for demonstrations presenting a central theme. This theme then served as a topic for discussion groups in eliciting curriculum ideas. The proceedings include the text of speeches and summary reports of the seven discussion groups. Conference participants agreed to implement at least one specific project within three months of the conference, and appendixes contain the materials received from many of the States. For each State, a policy statement, elementary program descriptions, and participant activities are described. Some States submitted detailed plans for career education at the elementary level. Also appended are the conference agenda and list of participants. (RG)

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CONFERENCE ON CAREER EDUCATION IN THE ELEMENTARY SCHOOL

Final Report and Proceedings
October 1973

Proceedings of the Conference
at Boston, Massachusetts
April 2 - 4, 1973

U.S. DEPARTMENT OF HEALTH
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Conference conducted by Olympus Research Corporation for the Massachusetts Department of Education, Division of Occupational Education, utilizing funds granted under the Education Professions Development Act by the U.S. Department of Health, Education and Welfare, Office of Education.

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INTRODUCTION

Career education is an idea whose time has come...it has the potential of reforming American education. The Proceedings of this Conference on Career Education for Elementary Schools support these two statements by presenting the reader with many examples of career education concepts and programs. The Proceedings are a welcome, invaluable resource for administrators, counselors, curriculum developers, teachers, elected officials, and laymen interested in career education at the elementary school level.

Three dynamic forces in the career education movement appear in these Proceedings. The first is the vigorous leadership provided by state education officials involved in integrating career education concepts into the elementary school curricula. All the participants at the conference committed themselves to continue to work actively to improve career education in their home states. The results of this leadership are manifested in the career education policy statements of many state departments of education and the monetary support of many state governments, real or implied, to career education.

The existence of career education programs in elementary schools in every state and territory of the United States shows the second force of career education. From small rural school districts to large urban school districts, career education programs in elementary schools are being molded around local district's strengths and needs. Some

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have statewide programs to help local districts implement career education in elementary schools. These Proceedings cite many examples of model elementary school programs throughout the United States.

The many ways career education can improve teaching at the elementary school level is the third force. The demonstration workshops presented methods by which elementary school teachers can involve the home and family through the career education process. They give concrete examples on how to bring the school to the community and the community to the school, creating an atmosphere wherein educators, businessmen, and lay people can shape the future of their school system. Other workshops presented methods for including career education concepts in all subjects at all grades. Yet another workshop explained how to conduct in-service training programs for elementary school teachers.

These Proceedings contain a good rationale for incorporating career education into elementary school curricula. The speeches by leaders in education and government, the input of the participants during discussion meetings, and the final charge to the participants contain many reasons for teaching career education to elementary school students. The rationale and forces of career education contained herein contribute to helping career education meet its potential as an effective instrument in shaping the elementary curriculum of the future.

The U.S. Office of Education must be commended for its wisdom and foresight in sponsoring and funding this conference. A special thanks must be given to the Massachusetts State Department of Education for its efforts in conducting this nationwide Conference on Career Education for Elementary Schools.

THE CONFERENCE AS A CONTRIBUTION TO CAREER EDUCATION FOR ELEMENTARY SCHOOLS

Where does the elementary school fit in career education's assignment to make work possible, meaningful, and satisfying to each individual? The kindergarten through sixth grade student is a long way from labor market entry, yet is developing attitudes which may determine later career success or failure. The elementary school can help make work possible by motivating the student (1) to think about himself as a prospective worker, and (2) to recognize the importance of mastering subject matter content through demonstration of the career implications of that subject matter, and to acquire good work habits. It should not be forgotten that the ability to apply one's self to a classroom task is not essentially different from the ability to apply one's self in a work setting as employee or manager.

Work can be made more meaningful to elementary school students when they learn the basic value of work, the environments within which it occurs, and the contributions that work makes to society. The school can help make work satisfying to students by crediting them for using good work habits, by creating situations where they can see positive accomplishments resulting from the work they do, and by creating a reward system associated with that work. With few exceptions, none of this is part of the current elementary school curriculum.

Elementary educators, more than those involved in any other phase of the formal education process, are responsible for inculcating basic values and fundamental skills. It is not surprising therefore to find that as career education has progressed from an advocacy to a movement, its most rapid advancement has been achieved at the elementary school level. In no other stage of the education system is the teacher and administrator more concerned with the whole of the child's development and preparation. Elsewhere, education is fragmented into subject matter areas. Only in elementary school is the student approached as whole and unique.

The Conference on Career Education for Elementary Schools was developed to help educators throughout the United States and its territories further the growth of career education at the elementary school level. The overall design of the Conference was one of sharing rather than instructing. The goals and objectives of the Conference were....

I. GOALS

a. Justification and acceptance of the expenditure of funds, time, and effort devoted to career education in elementary schools.

b. Appropriate elementary aspects of career education incorporated in and integrated with a total kindergarten through adult career education plan and program for each state

c. Professional and paraprofessional career education specialist developed and employed at the elementary level

2. OBJECTIVES

a. To define and identify by examples the few components of career education as they relate to the kindergarten through sixth grade educational process

b. To develop rationale for career education in the elementary school and determine the appropriate role for career education at the kindergarten through sixth grade level

c. To assist each participant in assessing his understanding of and commitment to career education

d. To familiarize participants with outstanding examples of elementary career education

e. To provide experience in developing career education projects centered around the various components

f. To develop at least one specific career education project which each participant commits himself or herself to initiate immediately upon returning home

g. To develop an action plan with each participant for initiating career education as a statewide elementary education program

All seven objectives were accomplished during the Conference. Successful completion of the goals rested upon the activities of the participants upon their return home. The contents of these Proceedings and the appendix document the success of these goals and objectives, and the contribution of the Conference to career education for elementary schools.

CONFERENCE PROCEEDINGS

Career education is a reform movement in education requiring teachers to teach academic subjects in a framework that includes career preparation and implement career development concepts in the public schools. The success of this educational reform movement rests firmly upon state education departments and local school districts in developing career education curricula and adequate in-service training programs. Since most states are actively engaged in developing career education programs, the Massachusetts State Department of Education, sponsored by the U.S. Office of Education, conducted a Training and Dissemination Conference for state education officials throughout the United States. Participants from nearly every state and U.S. territory met at the Parker House Hotel in Boston, Massachusetts on April 2 through April 4, 1973. The Olympus Research Corporation of Washington, Boston, Salt Lake City, and San Francisco was contracted to assist with the physical arrangements and administration of the conference.

Every state and territorial department of education was invited to send the person or persons in their state most directly responsible for the elementary curriculum. Fifty-two persons attended the conference representing thirty-seven states, three U.S. territories, and the District of Columbia attended the conference. Many state educators from states not represented sent letters indicating their support for such a conference.

The main goal of the conference was to motivate, orient, and prepare elementary curriculum planners and supervisors to assist elementary school teachers in the preparation and implementation of career education materials and programs into their classrooms. To achieve this goal the conference sponsors arranged the program to teach the state supervisors attending the conference ways to instruct local teachers to prepare their own career education materials and programs.

Each participant received, prior to the conference, a packet of materials to study before coming to the conference. The pre-conference packet of materials included, Career Education: What It Is and How to Do It, Olympus Publishing Company, Salt Lake City, Utah, 1972; and Career Education and the Elementary School Teacher, Olympus Publishing Company, Salt Lake City, Utah, 1973. Other materials available to the conference participants included information about career education from the U.S. Office of Education and this proceedings of the conference. Displays showing different state exemplary program materials, state curriculum guides on career education, materials from the U.S. Office of Education, materials from Ohio State on career education school-based models, and exhibits by commercial companies were available for participant enrichment.

The Conference on Career Education commenced with a brief introduction by Garth Mangum, Chairman of the Board, Olympus Research Corporation. Following the introduction the participants viewed the film Career Education, (Olympus Media), which showed the need for career education and the implementation of career education concepts in the classroom.

The keynote address was given by Joseph Cronin, Secretary of Education and Cultural Affairs, Commonwealth of Massachusetts. In his speech Secretary Cronin stressed three concerns about career education. The first dealt with the stereotyping of careers involving women and minority groups in elementary school textbooks and curricula; second, the need to emphasize public and private service careers along with careers in business and industry; and third, the inclusion of students with special needs in career education programs.

THE WHAT AND WHY OF CAREER EDUCATION

Joseph Cronin
Secretary of Education and Cultural Affairs
Commonwealth of Massachusetts

I am pleased to participate in this conference on career education as it applies to the elementary schools. Over the years we have had a wealth of experiences to help define, "What is the future of vocational technical education?" As you so vividly saw on the film introduced by the U.S. Assistant Secretary, Sidney Marland, there is a real commitment now to developing the concept of career education and to preparing children on all levels to thinking about careers.

On this first day of this conference on Career Education for Elementary Schools I am sure you have thought a lot about the changing nature of careers. As Garth Mangum told you, I happen to hold a job that wasn't even created eighteen months ago. Things change so fast in the world of education and manpower training these days. Just in the last eighteen months we have gone from zero to three cabinet secretaries in education and our sister commonwealth states of Pennsylvania and Virginia are doing the same by appointing their first cabinet secretaries for education. The design of this day is to have a position that will coordinate the activities and curriculum between elementary and secondary education, manpower education and some of the fields not always associated with career education such as the arts and humanities, the state library system, and the great potential of the cable T.V. as the latest new wrinkle in instructional television. So ours is a very broad canvas and a very exciting career opportunity trying to find out how we are going to make education more effective in every one of the states.

It made me feel a little bit nostalgic to see Sidney Marland in the First part of that film. As a faculty member of the Harvard graduate school of education some eight years ago, one of our assignments was to go to the school system of the city of Pittsburgh and take a look at what it was doing in education and help them decide how many new buildings they were going to need, and what kind of programs made sense for that city. We were very excited by one of the commitments which Sidney Marland and the board of education of that city made. That commitment was to move the whole notion of occupational education away from focusing on just a small percentage of students who probably weren't going on to college. At that time the point was made that every child should have the access to some kind of occupational, vocational or technical program. Even those who thought they were going on to college should have a chance to take drafting, typing, or other kinds of skills. So I see nothing but continuity in the career of Dr. Marland as he moved into the U.S. Commissionership and now to his new position as Assistant Secretary. He is continuing to develop this idea that career education, in the broadest term yet developed, is something that affects and reaches all children and not just a special sub category of student. In 1969 the National Advisory Council of Vocational Education properly diagnosed the educational syndrome we so often suffer. They identified the very heart of the problem as a national attitude that says vocational education is designed for somebody elses children. We have promoted the idea that the only good education is an education taped by four years of college. This idea, transmitted by our values, our aspirations, and our silent support is snobish, undemocratic and a revelation as to why schools fail so many students. This attitude must change. A recent HEW report on students enrolled in college reiterates the charge that many of our students that go on to college drop out. It is an undiscussed scandal that the actual rate of students finishing a four year college program is much lower than the figures of those who aspire to college. Massachusetts has been trying to catch up to some of the other states like Maryland, California and other states by developing a strong community college system that provides the possibility for occupational training to transfer students and for those who wish to acquire a technical speciality while they are in the process of getting a higher education.

The theme of what and why career education, of course, is one you will be following for the next day and a half. I think many of you already know a great deal about the rationale behind career education. The concept of a career is changing, however, and the very notion of how to plan for a career is changing, especially since one's job may change as many times as four or five times during the course of one's life time. The concept of work and leisure, how one spends one's time and gets satisfaction, is of course changing as our society and culture changes. I want to leave you with three major concerns. Some of them were anticipated by the film and therefore I am going to punctuate some of the observations that were made implicitly in the film and in one of two cases explicitly by Garth Mangum during his brief comments. The first of my three major concerns is that career education must not perpetuate sex stereotyping and race discrimination that in the past has been part of our instructional materials and our hidden curriculum in the elementary schools. Just the other day in Massachusetts we had a conference on sex discrimination in the schools and how we might begin to overcome it. One of the features was a slide show depicting exactly how men and women are portrayed in elementary school text books. The slides showed illustrations taken from the basic reading texts, mathematics books, the geography, civics and other kinds of text books in the elementary schools showing men and women at work. It was absolutely devasting. Of course, by means of putting up a slide show and selecting exactly what you want you can show it very vividly. (I understand there are some eight of these slide shows that can be shown around the country.) The slides showed the extent to which women's careers and women's occupations traditionally have been narrowed to three concerns, at least as one reads our elementary school books. There are some 26 occupations that men were portrayed as filling. There were only three that women could fill. They were the occupations of nurse, mother, and teacher. The interesting thing about the film you have just seen is that it represents a startling switch. Such an abrupt break is needed in the transition of updating our textbooks to the present concept of career education. As text books are presently published they are just as conservative and conscious as can be in terms of strengthening the notion of the women's place is either in the home or in helping professions, but rarely in a position of leadership, and rarely in a position to achieve any kind of breakthroughs in areas, heaven forbid, like science, and technology. In some of the nations in Europe, one-half to two-thirds of all medical doctors are women. In Massachusetts we are struggling to open up our public medical school to women and have increased the numbers of women candidates for M.D. degrees from 10 percent to one-third. That is a tough fight because our culture militates against our women being anything other than pediatricians, or obstetricians or perhaps anesthesiologists. The same is true of engineers and scientists. The film showed this so clearly that Garth finally had to dramatize it that these are women in real positions because it is such a fundamental break. We all know our text books, our reading materials, even the books in libraries, are going to continue to stereotype women for the next five to ten years because we are not about to change. We haven't considered changing all our textbooks, yet they do very definitely contribute, right now, to an educational orientation towards specific careers to our young children. One of the first orders of the day is to look at the curriculum materials, text books, and other materials and find out to what extent they convey the notion of sex discrimination in elementary education.

The second major concern as we talk about career education is that we talk not only about education for industrial and business assignments, but also the public service careers as well. Consider the notion that Daniel Bell has promogated about post industrial society. He describes how mankind has moved through a series of changes, from an agricultural society where most people had to grow crops to feed the rest to a society, now we get along with fewer than 10 percent of the population engaged in agriculture with most people working in factories and industry or in business. In a post industrial society new changes are occurring. In some of our more mature states in the northeast many of the new jobs being created are in public service, local or state government, health and hospital services and other kinds of careers which we have not talked about enough in our early orientation of the children. As a matter of fact, a kind of stigma still remains about going into governmental service as somehow less noble than going into the free enterprise system. So our materials, our curriculum, our approaches of exploring the world of work and career possibilities must anticipate a new society, a society that these children are going to be maturing into in the 1980's and 1990's, where there is a heavy emphasis on knowledge and transmission of information and on public service careers generally.

The third concern, and the one touched upon least adequately in the film, relates to retarded or handicapped children. Career education must be especially linked to those children of special needs. I received a phone call this morning that I would regard as almost incredible. It was from an industry that had wanted to set up a program with the schools to take forty students who were mildly handicapped and put them into some assignments in a factory where there were some jobs that were quite repetitive. They needed, but not necessarily required, students above 90 IQ for any length of time, but since many jobs had to be done they were willing to hire 40 handicapped children, but they are having trouble making a connection. The state employment service is busy because there are so many people coming in for their unemployment checks and they weren't sure they could get around to it. The school system was not visible enough to say yes we would like to respond to this and would like to take some of the children who are now in secondary school in senior high programs and have them develop a program of transition into the world of work. We haven't made these connections. For the most part we have taken the stand that when our handicapped children are 16 or 21 somehow society will take care of them and we have made no particular application to train very many of them for the world of work. In the position that I now occupy, I sense a tremendous amount of resentment for this and an increasing positive pressure to make sure that some of our funds at all levels are allocated to children with special needs, whether it is emotional, physical, or intellectual handicaps that the child must overcome. It is for a good reason that some 15 percent of federal vocational technical education must be set aside for work with children with special needs but it is especially relevant that we think of these children going through elementary school as not being isolated, not being totally separated from other children.

We in Massachusetts have a new law which provides that public systems do much more in assuming the responsibility of children with special needs. We are hard at work trying to get ready for September 1974 orientation day. Our practices have been so much in the other direction. It will take us at least fifteen months to get ready to implement properly this piece of legislation. We seek your help and advice on how we might do this. How to adequately provide special services but also to link in at the relevant point, and these points are probably all the way through to give proper attention to the needs of handicapped children.

On top of this I must say that all of us work under tremendous constraints. We know that career education cannot simply be added on in a day of tight budgets but it requires us to take a look at what resources we have right now, what materials we are using right now, and make careful selection of new materials. We know that we must pursue career education at the same time people are saying schools must become more humanistic and we must raise the aspirations of children to the fine arts, humanities, and curriculum development challenge for all of us. Most of all it is difficult to do it all by ourselves. All of us are tremendously reliant upon the core of new teachers from our state colleges and universities and other sources of new teachers. Their training must also include career education and we must provide retraining opportunities so that some of the concepts, such as career education, become part of the fabric of the American education, broadly defined.

I wish you our very best as you pursue in detail what the implications are of some of the projects or experiments, some of the model building. I urge you not to get discouraged. We have in this culture a tremendous belief in technology and in quick solutions. We must proceed cautiously, however. To punctuate that let me tell you about the experience that some people had recently in a 747 airplane with the new technology. They got up to about 30,000 feet and expected to hear the voice of the pilot but instead they got this message, "Ladies and gentlemen, congratulations. You are on the first fully automated flight across the Atlantic Ocean. There is no pilot, there is no co-pilot, no navigator. There is no need for any of these people because all the decisions to be made by this plane, from take-off to landing, have already been pre-recorded on an electro magnetic tape. Everything has been checked out ahead of time and we assure you this trip will be foolproof, foolproof, foolproof." So it is with career education. There will be lots of bugs to be worked out, plenty of room for human error and correction of flaws in the conceptualization of career education. I know this is one of the purposes of this conference, meeting to make sure you have the chance to interact with some of the findings today. Thank you very much and good luck.

The main theme of the conference was the need to include career education concepts and materials into all elementary school curriculia. The urgency of this task was the focus of the talk by Dr. Kenneth D. Hoyt.

THE ELEMENTARY SCHOOL: BEDROCK FOR CAREER EDUCATION

Kenneth B. Hoyt
Professor of Education
University of Maryland

Introduction

The objectives of career education are to help all individuals: (a) want to work; (b) acquire the skills necessary to work; and (c) engage in work that is satisfying to the individual and beneficial to society. The goals of career education are to make work possible, meaningful, and satisfying to each individual. These sets of objectives and goals call for major changes in American Education and in the larger society in which our educational system operates. They will not be easily nor quickly attained.

Unless initial movement towards these objectives and goals begins in the pre-school years, their ultimate attainment is doubtful. If such movement is delayed past the elementary school years, there is no hope that they can be attained for many, many persons. These objectives and goals are as developmental as the educational process itself. It makes no more sense to delay career education beyond the kindergarten than to delay action aimed at attaining any other worthy educational objectives. This is the first of two basic assumptions with which we begin.

Prior to attempting a defense of this assumption, it is important that we agree on the definitions of "work" and of "career" as they are being used here. "Work" is defined here as effort aimed at producing goods and/or services that will benefit one's fellow human beings and/or oneself. Thus, our definition of work is restricted neither to paid employment nor to whether or not the activity is distasteful. "Career" is defined as the sum total of work in which an individual engages during his lifetime. Thus, one's career begins when he first exerts effort aimed at producing benefits for his fellow human beings and/or for himself. The "career", then, of most persons begins considerably prior to entry into the school system.

A second basic assumption is that, if our free-enterprise, democratic way of life is to continue, the work of most individuals will, for significant portions of their lives, include paid employment. Thus, while a broader concept of work is essential, it is equally essential that an emphasis on paid employment, as opposed to unpaid work, be clearly understood early in an individual's career development.

With these assumptions, the specific career education efforts to be begun in the elementary school include:

1. Emphasizing career implications of subject matter
2. Making "work" meaningful to each person
3. Teaching work habits
4. Acquainting pupils with the general nature of the world of paid employment
5. Teaching decision making skills

These are challenging and difficult career education assignments for the elementary school. Each requires a brief discussion of its importance.

Emphasizing Career Implications of Subject Matter

Almost all proponents of career education urge classroom teachers to emphasize the career implications of their subject matter. Some elementary teachers have objected on the grounds that their pupils have made no firm occupational choices and so cannot possibly know the implications of subject matter for the careers they will follow. Such teachers have missed the point. It is precisely because no firm choices have been made that this activity is so important in the elementary school.

Any discussion with employers is likely to find them complaining about the lack of ability of their employees to read with speed and comprehension, to perform simple arithmetic operations, to apply basic concepts of the scientific method, and to be aware of their citizenship roles. These kinds of employer complaints can be heard from employers in almost all portions of the occupational world. It is vital that both elementary school teachers and their pupils recognize and understand that the most basic vocational skill training for almost all workers is to be found in the subject matter of the elementary school. Yet, so many seem to persist in the false belief that the purpose of education is simply education.

In the present state of our occupational society, each year sees the relationships between education and occupational competency become closer and closer. The ever increasing rapidity with which occupational change is taking place makes the goal of adaptability - of preparing our pupils for the certainty of uncertainty and of change - more and more important. Yet, no matter how rapid or extensive such change becomes, the need for the basic academic skills taught in the elementary school remains constant across almost all occupations. The elementary school cannot continue to operate under the false assumption that the best way to prepare pupils for the real world is to keep them away from the world of work. Instead, it must help pupils realize that, no matter what occupation they eventually choose, the basic academic skills of the elementary school will be essential. This is truly bedrock for career education.

Making Work Meaningful to Each Person

Each year we move further toward the point where work is not essential to the absolute survival of any given individual so long as most people work. This condition was predicted, in an essentially accurate fashion, in an article by Robert L. Heilbroner entitled "Dilemmas of Abundance" that appeared in The Reporter way back in 1959. As a result, we find more and more employed persons who fail to find personal meaningfulness and meaning in their job tasks. The concept of worker alienation - including both the "blue collar blues" and the "white collar woes" - is becoming increasingly important as one of major national seriousness and concern.

The case for career education must be made in the larger society, not in the public schools. It is a societal crisis, not just a crisis of relevance in education, that we face. If I were responsible for in-service education of elementary teachers for career education today, I would insist that, at the outset, they read and reflect on publications such as:

1. Gooding, Judson, The Job Revolution, New York: Walker & Co., 1972.
2. Work in America: Report of a Special Task Force to the Secretary of Health, Education, and Welfare, Cambridge: M.I.T. Press, 1973.
3. Sennett, Richard & Johnathen Cobb, The Hidden Injuries of Class, New York: Knopf Publishing Co., 1972.
4. Sheppard, Harold L. & Neal Herrick, Where Have All the Robots Gone? Worker Dissatisfaction in the 70s, New York: The Free Press, 1972.
5. Hoffer, Eric, The Ordeal of Change, New York: Harper & Bros., 1963.

It is not necessary to completely agree with such authors in order to grasp the current significance of the problem. Reasons for working are changing as rapidly as are occupations themselves. Such change lies primarily in the multiplicity of reasons for working that exist in a society of abundance. We cannot afford to allow another generation to grow up and enter an occupational world having been exposed to only a set of reasons for working based on economics. The multiple nature of work values inherent in a service oriented occupational society must become a normal part of the maturational development of today's youth. Once again, we are viewing part of the bedrock of career education that must begin in the elementary school.

The case for career education, on this point, is even more subtle and more significant than has been indicated so far. If work is to become personally meaningful and rewarding to adults, it must be both meaningful and rewarding to children who are in the process of growing up. The major work opportunities for most elementary school age children today are found in the school itself. Career education seeks to make the child's work as an elementary school pupil more meaningful through a project-oriented approach that emphasizes the present and potential utility of subject matter for use outside of the classroom. No person can be expected to become something until he is first someone. The so-called "positive self concept" we all seek to develop is best attained through successful accomplishment of personally meaningful tasks. This involves work and surely is part of the bedrock of career education that must begin no later than the elementary school years.

Teaching Work Habits

Work habits are independent from work values. No matter how the nature of work changes, the prime goal of work remains as productivity. Productivity is definitely related to such work habits as:

1. Coming to work on time
2. Carrying work tasks through to completion
3. Trying to do one's best
4. Cooperating with one's fellow workers
5. Recognizing the inter-dependence of workers in accomplishment

of the complete work assignment

Such matters are not properly thought of as work values that can be decided differently by each worker as part of his unique life style. Rather, they are work habits that bear directly on the question of productivity that results from work. It is as important to inculcate youth with good work habits as it is to expose them to a variety of work values from which each can choose.

The presence of poor work habits among workers is fully as frustrating to today's employers as either worker alienation or lack of appropriate work skills. Work habits are acquired by persons while they are working. The elementary school should teach work habits to its pupils so that they will be better and more productive workers in the elementary setting. If this is done, these good work habits may carry over to their work as adults. At least, it seems safe to say that it is more likely adult workers will have good work habits if they have learned what they are during the formative elementary school years. Once more, we find a significant portion of the bedrock of the career education movement that becomes a responsibility of the elementary school.

Acquainting Pupils with the World of Paid Employment

The economic necessity for work can be recognized quite independently from the psychological meaningfulness of work for the individual. As Dr. Garth Mangum has observed, the basic law of economics is that "THERE AIN'T NO FREE LUNCH!". In a free enterprise system, neither the valuable work of the full-time homemaker nor that of the growing movement towards volunteer, unpaid work could exist very long unless most adults engaged in paid employment. If we were to acquaint elementary school pupils with the personal joys that can come from work but ignore the economic necessity for work in the total society, we would be doing a great disservice both to our pupils and to the larger society.

Here we are not thinking only about acquainting pupils with the nature of a few selected occupations as good elementary teachers have been doing for years. We know that all occupations are changing, that occupational life styles are changing, that new occupations are being created, and that some current occupations are disappearing. In short, we know that the world of paid employment that today's elementary school pupils eventually enter will, in many ways, be quite different from that which exists today. We know further that most elementary school pupils are far from ready to make firm occupational choices. Thus, our purpose in acquainting pupils with the world of paid employment is neither to acquire specific facts about today's occupations nor to encourage early occupational choice.

Rather, our purpose is to acquaint pupils with the broad categories of occupations necessary in our total society, to demonstrate the economic necessity for each broad occupational classification, and to illustrate the societal contributions that are made by each. An essential element here is one of helping pupils grasp the concept of career ladders available to workers in various occupational areas and career development as a lifelong process. It is an emphasis on careers, not on specific occupations, that is important here. Both the emphasis on careers and the conscious attempts to help pupils see relationships between academic subject matter and work that make the task here quite different from past practices of most elementary teachers. Again, we find a piece of the bedrock of career education that must begin in the elementary school.

Teaching Decision Making Skills

A variety of forces combine to make the teaching of decision making skills a vital and essential part of career education in the elementary school. Included among these are the increasing demands of workers for greater autonomy in job performance, the increasingly greater variety of work values emerging in our society, the increasing number and variety of career options available to today's youth, and the increasingly close relationships between education and work that are obvious to all of us. Without a firm understanding of and expertise in career decision making, today's pupils will inevitably be manipulated by our changing society rather than being able to use society to control their own destinies.

With the definition of "career" being used here, career development obviously must be viewed as a longitudinal, maturational process. Choosing an occupation is not something that happens only at one particular point in time nor, for most persons today, only once in a lifetime. Rather, it represents a culmination of a whole host of earlier decisions each person has made that influence and shape his total pattern of career development. To delay assistance in teaching decision making skills until the secondary school years is to force many elementary school pupils to make decisions affecting their total careers in an unreasoned manner. This becomes especially crucial when one is deciding about work values and about himself as a worker.

There are many who appear to be approaching career decision making as though it represented only an application of the scientific method. Since one's total personal value system is involved, this is obviously wrong. There is no good way the elementary school can fulfill its crucial role in career development unless decision making skills are taught to elementary school pupils. The career-related decisions made in the elementary school will affect the future of each individual. Once more, we see a portion of the bedrock of career education in the elementary school.

Concluding Remarks

These, then, are the five crucial career education tasks to be performed in the elementary school. The long run success of the entire career education movement will be directly related to the adequateness with which these tasks are accomplished. There is much to do and much to learn if these tasks are to be carried out in an effective manner. Until and unless this is done, we will continue essentially a salvage operation in our attempts to bring the personal meaning and meaningfulness of work to the lives of all individuals in this country. We will never win with only a salvage operation. The elementary school truly does represent the bedrock of the career education movement.

The basic concepts of career education were presented in the sound film strip. "Career Education: What It Is and How To Do It," (Olympus Media). This presentation was also a model of tools available for in-service training programs.

The Honorable Donald Dwight, Lieutenant Governor, Commonwealth of Massachusetts, gave the luncheon speech the second day of the conference.

The speech in its entirety appears on the following pages.

Massachusetts has a reputation for trying new ideas and innovations in education, a few years ahead of the rest of the nation. In education, just as in correction, transportation, auto insurance, and the treatment of youthful offenders, we learn from experience but will not be chained to the past.

Massachusetts was the first state to require every community to provide public education . . . the first to have a high school program other than a Latin school . . . the first with public kindergartens.

Today there is another educational need in this country, and I am proud to say that Massachusetts is once again among the first states to recognize this need. I speak of the need for greatly increased technical and specialized education, education that will enable our people to adapt to the economy of the seventies and eighties.

I speak of the need for new models of occupational education so that we can rebuild the Massachusetts economy.

I need not recount the litany of economic ills that plagued Massachusetts through the fifties and the early sixties. The traditional industries . . . shoes, leather goods, textiles . . . went south in search of cheaper labor and lower overheads.

We were fortunate that some of the void created by these departures was filled by new industries: electronic, electrical, scientific and technical, medical, financial and informational.

But along with this boom in the service industries . . . typified by the proliferation of building in the route 128 corridor . . . a brand new problem surfaced.

Our whole educational structure was hard-pressed . . . if not unable . . . to meet demands made on it. Educational programs continued to turn out individuals prepared to work in industries which no longer operated in the Commonwealth. And to some degree, this problem persists today. An analagous situation might have occurred if the shipping industry continued to build sleek passenger liners to provide a service for a market which had disappeared. But the shipping industry did adjust, did cease building passenger liners.

Why then, has the educational establishment been unable to adjust rapidly to a new market?

My background is in business . . . the newspaper business . . . and I learned long ago that the balance sheet can be of great assistance in telling you when you are no longer reaching your intended market . . . when it's time to try something new.

But education is not a business. There is no check on the growth and proliferation of obsolete programs. There is no profit and loss statement against which to measure performance.

That is why there exists a new need in education . . . not just in Massachusetts, I suspect, but across the nation. We have got to do better at matching the requirements of employers with the aspirations and aptitudes . . . as well as attitudes . . . of potential employees. And that is where career education comes in.

Because there is a new demand for employees with specialized technical training, because the terms "manual laborer" and "machine operator" are fast disappearing from our economic vocabulary, we must stop training people for jobs, and begin training them for careers.

Manpower economists can help. So can personnel officers and the people who run employment security offices. Vocational educators must be brought closer to this process. The problem is to place the right person with the right training in the right job.

Sure, unemployment is high in Massachusetts. But so is the number of unfilled positions in our industries. Education can help to reconcile the needs of the unemployed with the needs of the plant manager who can't find properly trained people to do the work.

This past winter Governor Sargent took another step. For years the agency responsible for attracting business, and helping employers meet their needs, operated independently from the agency responsible for employment security in Massachusetts. This just didn't make sense. So by executive order, the Governor brought them together in the Executive Office of Manpower Affairs. That will help, but it still only gets at part of the problem.

This year the President and the Congress will review the proliferation of manpower programs. There are at least seven operating in this state. Why do we need so many? And why are there so many guidelines, qualifications and restrictions on each program? Finally, why are the results so dismal in so many cases -- even when we pay the trainees as well as the trainers?

Many of the old programs just aren't working, and we need your help.

Joe Cronin tells me many of you have some excellent ideas for new career education programs -- some based in industry, some based in schools, some based in the community. I am anxious to know which of these programs work . . . and I would encourage experimentation because you will never know the worth of an idea until you test it realistically.

I am particularly intrigued by new approaches such as the one adopted by Dr. Charles Buzzel here in Massachusetts . . . the use of mobile vans to bring occupational education into correctional institutions and inner city neighborhoods whose residents would otherwise not have this opportunity. They can't go to school, so bring the school to them.

How often has it been said that all industry wants is a good worker, a man or woman with good work habits and the ability to read and follow directions? That may have been true in the day of the textile mill, but it isn't true today. Today industry wants a sound knowledge of science, or business procedures, or other technology which will provide the base for training . . . and increasingly frequent re-training.

Vocational training must be flexible and be made available in programs of varying duration. Different skills can be taught to different people at different rates. I would also encourage performance-based programs . . . graduate the student when he has mastered the skill. This same philosophy is central to another educational endeavor now underway in Massachusetts, the Open University. There is nothing magic about tradition.

Too often rigid structures and deeply entrenched habits of governance slow us down.

Right now . . . today . . . we are in the midst of a massive overhaul of state government. One of the results of this effort was the creation . . . more than a year ago . . . of a cabinet level office for Educational Affairs. And during that time Joe Cronin, the Secretary for Educational Affairs, has been attempting to coordinate education at all levels, to get educational planners together with manpower planners. He has been looking for ways to eliminate duplication of programs . . . for example, in technical high schools and community colleges. . . and to eliminate waste.

I would like to share with you some of the lessons of the past eighteen months.

--You cannot separate economic development and manpower planning from education; top officials must work together to resolve problems and set priorities

--we have too many programs, scattered too broadly, with too little emphasis on the needs of growth industries . . . especially in areas like data processing

--educators have been too quick to hop on bandwagons like health care, child care or environmental training before developing good data on the availability of jobs

--all the plans and decisions cannot be made at the state level; we are not omniscient; that is why regionalism is central to the reorganization proposal the Governor submitted to the Legislature last Friday.

So Massachusetts is ready for a new organizational structure. Field staffs will stimulate and develop new approaches. Regional councils of laymen and economists and industrialists and educators will work together not only at the state level, but in each metropolitan area. Every child and every adult will be eligible to enter a program of retraining during various stages of his career.

The work you are doing is vital to the development of a technologically advanced society. I applaud your efforts aimed at developing career education programs for the very young.

Now I ask for your help . . . Help us find ways to get the manpower planner and the technical educator thinking along the same lines. Help us get employers and educational specialists working together. And help us design regional approaches and regional structures through which this will all come about.

Henry Adams said, "A teacher affects eternity. He never knows where his influence stops." Your success can have a tremendous impact on the quality of life in America . . . higher productivity, reduced welfare rolls, perhaps even an end to the alienation and the boredom of disenchanted workers toiling on assembly lines.

I wish you well in your deliberations, and I look forward to seeing the results.

At different times during the conference, the participants attended four demonstration workshops dealing with different aspects of career education in the elementary schools. The first demonstration workshop, "Home, Family, and School in Career Education," examined the role of the home and family, in conjunction with the school, in teaching about career education. This workshop stressed the right and responsibility of parents to influence the attitudes their children develop toward work, education, and the relationship between work and education. To succeed, career education needs the support of parents and the involvement of the home and family.

The Home, Family and School Workshop included a demonstration by Dr. Elwood Peterson, Brigham Young University, and a demonstration by Dorothy Rich, The Home and School Institute, Washington, D.C.

FAMILY INVOLVEMENT IN CAREER EDUCATION: A DEMONSTRATION

Elwood Peterson
Brigham Young University

Basic Concept

Educators can immediately and informally involve the family in career education.

The demonstration was presented with the aid of a black family of five - father, mother and three children - approximate ages four, six, and eight. The family were members of the Church of Jesus Christ of Latter-day Saints and talked about experiences they had as a family during family home evenings and working on Church welfare projects. The family demonstrated a family home evening with the father conducting and everyone participating.

The topic for the evening was work. All three children explained what they thought their father did at work. Then the mother told what she thought her husband did at work. The father then explained what he actually did at work. Next the family discussed the career of the mother as a homemaker. The children stated what they thought their mother did, then the father stated his ideas regarding the work of the mother. After this the mother explained what she actually did and how she perceived her career as a homemaker. It was also brought out that the father and each child had a homemaking role. Finally, the family discussed the career role of each child. The two oldest children go to school. Why do they go to school? What are their career roles? As a result of this discussion each member of the family became aware of the careers of each other, and more career conscious of their own career.

Other ways families can learn about careers in the home are to talk with different people about their work and have family work projects.

A question and answer period followed the demonstration.

1. What do you do when a father doesn't work? What if father is on welfare?

   Even when the father doesn't work, the mother still has a homemaking role. The teacher might have to help the youngster perceive work in its proper light. The father should not be criticized, but the child could go see other men at work to help him understand more fully.

2. What about one-parent families?

   It is about the same concept as the family without a working father.

Suggestions for Activities for Elementary Teachers to Work with Parents in Career Education

1. See activities 3 & 4 from Chapter 5, Career Education and the Elementary School Teacher, pp. 149-151.
2. Use parent-teacher conferences as family conferences. Have the child be there at least some of the time so he along with his parents can understand the expectations the teacher has for him. Teachers shouldn't pretend to know all the answers. If the parents and child would meet together with the teacher, the teacher would

be able to see how the parents and child interact with each other. It is important that the teacher speak the language of the parents and the child and not professional jargon.

3. Children could be given the assignment and encouraged to talk about careers with their parents - then report back to class. The teacher could even have an evening program for instruction with demonstrations on various careers. This could be in the form of conferences with the parents.
   You don't need a budget or a formalized school program - any teacher can initiate this program. The elementary school can set up a formalized program - or any teacher can individually set up a program of her own.

4. The concept of family home evening is this: an evening is set aside when the family spends the evening together discussing things of mutual interest and they engage in activities to promote family togetherness. An evening of discussing careers could be one idea - discuss dad's and mother's occupations and the aspirations of the children in an informal setting. Parents should be careful not to confront children about the decisions they are making or belittle their attitudes and ideas. Career decisions should be made by the children. It is true that parents can provide helpful instruction and background information, but the final decision should be made by the child.

THE SCHOOL AND PARENT COMMUNITY INVOLVEMENT
CAREER DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS

Dorothy Rich
The Home and School Institute
Washington, D.C.

SCHOOL AND PARENT-COMMUNITY INVOLVEMENT

School system in-service career development for teachers and administrators.

These programs are designed to translate into practice a growing volume of educational research which indicates the importance of the home as a major educational institution in our society.

This HSI program provides specially designed in-service training to help teachers and administrators work more effectively with parents and the community. Participant competencies to be developed and on the job evaluation of the training are built into these plans.

This type of in-service is a new dimension in teacher education. Most pre-service and in-service training for educators has offered little, if any, help in working with parents and in tapping the educational goldmine outside the school walls.

Ideally, for school systems to obtain the "most" for their in-service money, it is suggested that participants in these training sessions work in teams (probably two teachers and the principal) from each school represented. Parents are also welcome to participate, but the school team should have at least two full-time teachers on it.

The team effort will help to insure school support for the work and an ongoing school approach even after the Institute training is over.

As a major part of the training, participants will develop their individual school's home community program and materials as well as widest dissemination of these training efforts. (See contents of three plans.) There is great value in having participants develop materials suited for their particular needs. The final plans for each school or system can be put into practice with on-site support, monitoring, and evaluation in conjunction with HSI staff.

THIS APPROACH, PROVIDING HOME-SCHOOL SERVICE THROUGH SCHOOL PERSONNEL IS SEEN AS A LOW COST, WHOLESALE MEANS OF ENHANCING TOTAL EDUCATIONAL QUALITY.

SOME RELEVANT FACTS:

1) Research today continues to show that parents are the children's most important teachers - and that not even the best school can do the job alone. Schools need parents as supplemental teachers, partners in education.

2) Community pressures are greater than ever before for parents and other taxpayers to be knowledgeable about what's happening in schools. A few parents may want direct involvement (i.e. running a school) but almost all parent are interested and asking for more information about the work of the school and how parents can help. (See attached Gallup poll indicating 80% of parents interviewed want to find out what they can do at home to improve their child in school.) School support, in

the form of bond issues and budgets, is also very dependent on teachers and administrators having the ability to communicate information about the work of the school.

3) Most pre-service and in-service training of teachers and principals, have offered little, if any, help in working with parents and in tapping the educational goldmine outside the school walls. In Title I schools particularly, which this project will reach extensively, parents have tended to be more diffident and unsure about the schools. In these schools there is even greater need for teachers and administrators to have the skills and attitudes necessary to work well with the community.

4) School statistics and the wider labor market indicate that teachers currently on the job will be there for some time to come. New blood, in short, is not going to come into the system; there will be few new job openings, at least for the next several years. In-service training of currently employed teachers must increasingly be relied on as the major means of introducing innovation and effecting change. One of the changes uppermost in many peoples' minds is a new relationship between schools-parents and community.

5) Compensatory education that focuses on the child alone in school hours without the support of the home environment and community is coming up short, as registered on any number of achievement tests, from Head Start on. It is increasingly apparent that to help "disadvantaged" youngsters, in particular, and really to help all children, it is necessary to involve the home and community. Otherwise, it is

money and effort down the drain. If it can be shown through this project that it is possible to deliver better, more rounded education by training teachers and administrators in how to work with the community, we will have achieved a wholesale delivery system that will be far less expensive and more efficient than the current compensatory education within school hours approach.

6) The school-parent-community field has few good materials for teacher use in the classroom thus far. One of the major goals of this program is to develop materials and plans to help teachers and administrators on the job.

BACKGROUND: This training builds upon a basic course already developed by The Home and School Institute and tested in two graduate education programs. SCHOOL AND PARENT-COMMUNITY INVOLVEMENT is now established, after three semesters as a creditable program in the graduate education department of Catholic University, where it started in spring, 1972, and at Trinity College where it continues in 1972-73. It has been approved for the University of Virginia Center of Continuing Education.

PLAN A: The 3 credit hour, full semester HSI course for teachers and administrators: SCHOOL AND PARENT-COMMUNITY INVOLVEMENT

Note: When this course is offered away from its home base in the Washington, D.C. area, the timing can be arranged so that graduate education credits are fulfilled through variable times, mini-mesters, etc., not at the usual 2-3 hour weekly course meetings.

Overall course requirements for participants:

Readings: "How to Change the Schools," by Ellen Lurie, plus two books of participants' selection from the course bibliography. The Lurie book is a militant parents' manual, a book chosen for teacher-administrator reaction purposes, not as a gospel text.

Preparation of at least three home-school teaching activities.

Lead at least one materials critique: new materials in field or part of course books.

Case study presentation: written and then oral summary. Presentation by participant of at least one real home-school problem situation to be followed by group problem solving, brain storming session of alternative solutions.

Develop-design of home-school materials: choice to be made from various models presented in class: basic thrust is to put the school's message across. Newsletters can be included here as well as special communications to explain change in the school, etc.

Final Proposal/plan: This is the paper which will integrate parts of overall seminar into a specially designed plan for the particular school or system, marshalling resources and ideas for the school to work with home and community.

TIME FRAME: Class meetings are divided into three main areas of discussion:

a) Presentation of topic by instructor (see topics below)
b) Materials critique led by participant
c) Case study of home-school situation, followed by problem-solving consultation

COURSE TOPICS:

Why a school-community partnership? National issues. Home-school-community tensions today.

Job of the home in the education of the child: what research tells us.

Job of the school with parents: parent accountability, major anxisties of parents and teachers.

Home-school conferences; Report Cards; Home Work

The Home Curriculum: The Creative Parent-Success for Children (HSI) course Design of home teaching activities.

Parents IN the school: Volunteers and Paraprofessionals (and just plain visitors).

What other schools are doing: school innovations in parent involvement.

Designing materials to put the school's message across.

Final plan/proposal paper/ and discussion of final papers within seminar to share ideas.

PLAN B: The Five-Step Home and School Institute Workshop

(Time: Typical two to three day in-service program)

1) Assessment of Participant Needs: preliminary session (usually one to two hours) with representatives of group to be attending workshop: parents, teachers, administrators, etc. Sample agenda discussed; specific plan developed for this particular group.

2) Overview of Home-School-Community Scene Today: (approximately one to two hours): Topics addressed include research, current situations, major innovative projects, etc., highlights from Institute's Schools and Parent-Community Involvement course.

3) Specific Problem Areas: Case studies, role playing - bringing the overview close to home. Strong participant involvement. (approx. two hours)

4) Development of a Product: Participants work in teams to develop materials their schools need: perhaps a compilation of home-school-community activities, perhaps a beginning plan for parent-school involvement, etc. (Approx. two to three hours) These materials are then discussed in the total group. The idea is to put talk into real action to be carried back to the schools.

5) Follow-up and Evaluation: developed by participants to indicate steps to be taken after this workshop, planning for future activities and assessment steps along the way. (approx. one hour)

PLAN C: Home and School Workshop

(Time: One in-service day)

Discussion Points: Participants select major areas of interest for discussion.

1) The school's work for the child

Goals of schooling: broad: narrow?

Expectations/tensions about the schools today

2) The home's work re the education of the child.

Parents as teachers

3) Research: what we're learning today about parents and the home as the major educational institution in society.

4) The school's work with parents

Doubts of teachers and parents

Rights of parents

Help and support parents can realistically expect of schools

Teachers' expectations of parents

Help and support teachers can realistically expect of parents

Role of the administrator

5) The current situation: ways in which home and school work well together now. Areas in which improvement is needed.

6) Steps towards a better home-school partnership

P-TA: any changes?

Communication from school: kinds of information parents want and need

Volunteer programs? other parent involvement?

Home visits?

In-service training for teachers/what kinds?

training for parents/what kinds?

Conferences

Hot issues: homework, report cards, achievement tests

BASIC GOALS OF HSI PROGRAMS AND EXAMPLES OF PARTICIPANT COMPETENCIES THAT WILL BE DEVELOPED:

1) To improve the skills and attitudes of participants in working with parents and the community: they will learn how to set up a year-long home-school-community program; included in this will be problem-solving typical home-school conflicts and the how-to's to conducting effective interviews and conferences.

2) To provide parent reinforcement of children's learning: participants will develop the ability to recruit parents as educational partners: to design home-teaching activities and to interest and show parents how to use these activities with children at home.

3) To build more supportive community-school relationships: participants will have practice in setting up and developing community information and advisory meetings: setting up a school communications approach, including newsletters and other explanatory material pertaining to school policies and teaching approaches: participants will also learn how to work with school volunteers and paraprofessionals.

4) To design and disseminate tested materials that can be of use to other schools: participants will have practice in preparing readable and informative materials for the community they work with and for other teachers describing their work. The material will be tested in real-life

school situations. Those that are found useful can be more widely disseminated.

EVALUATION OF THE HSI PROGRAMS BASED ON THE OBJECTIVES:

1) Improved skills and attitudes of teachers/principals: Can be evaluated by:

a) Pre and post teacher attitude tests.

b) Random sampling of parents reached by project: questionnaire, interview.

c) Development of programs and materials for each school.

2) Parent reinforcement of children's learning:

a) On home teaching activities:

Check list for parents to indicate whether they were informed about activities, whether they tried them, and how they worked.

Check list for teachers on number and type of activities they shared with parents and approximately how well the procedure worked.

Random evaluation sampling of the activities themselves by parents: how good were the ones designed for them by the instructor?

3) More supportive community-school relationships:

a) Numbers of and attendance by community at various school meetings

b) Attitudes questionnaire, random sampling, pre and post project, of project participants and parents affected.

4) Design and dissemination of materials and home-school approach:

a) The actual production of materials related to the training of professionals for home-school-community work which have been developed and tried.

b) Evidence of workshops, participation at conferences, etc. by the project participants.

c) Evidence of dissemination of in-service training to others who have not themselves taken part in the HSI training by those who have.

Related Institute Programs and Publications:

HOME AND SCHOOL PUBLICATIONS AVAILABLE NOW:

The Liberated Parents' Guide To

SUCCESS FOR CHILDREN: a sampler of teaching ideas for parents, including reading, writing and arithmetic for home use, drawn from the Institute's Creative Parent program. $1.50. approx. 60 activities; listed by the US Office of Child Development HOME START program.

THINKING CURRICULUM LAB: Teaching ideas and materials for parents and teachers interested in helping children learn how to use their heads creatively, drawn from the Creative Parent course. $2.00 @. Helping children learn how to think more effectively is the core of the parent program.

TEN TIPS FOR SCHOOL PEOPLE WORKING WITH PARENTS: TEN TIPS FOR PARENTS WORKING WITH THE SCHOOL: poster-reminders points $1.00 @.

For other materials and notice of booklets soon to be available, contact The Home and School Institute office, Box 4847, Cleveland Park, Washington, D.C.

*LECTURE-WORKSHOPS	Parent Involvement in Practice
(Details on Request)	Parent Power: A Home Start for Every Child
	Teacher Power: Working with Parents and Community
	Home and School In Conflict?
	The Second R: Why Johnny and Jane Can't Write and Ways to Help

Recent Workshops: 1972-1973

National Assn. for the Education of Young Children, national conference Nov 1972

"The Parent As Teacher: The School Can't Do It Alone"

Assn. for Childhood Education, Montgomery County, Md.

Advisory and Learning Exchange, Washington, D.C.

Maryland Council of Parent Participation Nursery Schools

The University of South Florida, Tampa

The Career Opportunities Program of the Albuquerque, N.M. public schools

Vitae and publications of Director and staff are available also on request.

BUDGET: Costs for these programs will be negotiated between HSI and interested schools or school systems based on amount of consultant time and travel entailed, administrative needs on site, including supportive staff and materials.

HSI, a non-profit, tax-exempt educational corporation, attempts in all ways to keep costs moderate in order to communicate as widely as possible the message and techniques of home-school-community educational partnership.

For more specific information: contact the HSI office: 202-362-9066

Parents are the vital link in the educational process. Today, as more and more school doors open to parents, a turning point in American education may be upon us leading to constructive parent involvement with the schools.

The results of a recent Gallup Poll reveal that turning point may be staring educators in the face right now! Gallup and IDEA (the Kettering Foundation's Institute for the Development of Educational Activities) asked adults around the country this question:

When some children do poorly in school, some people place the blame on the children, some on the children's home life, and some on the teachers. Of course, all of these things share the blame, but where would you place the CHIEF blame?

The answer given by the highest percentage of interviewees was THE CHILD'S HOME LIFE. Only 6% blamed the schools. That finding may sound as if the public is absolving the schools, but not so fast.

What the public is really asking for is a new kind of school responsibility, reaching out to parents. A suggestion was made in the poll that parents of school children attend one evening a month to find out what they can do at home to improve their child in school. 80% of the parents said this was a good idea, one they want implemented.

Says Gallup: "This very impressive per cent reveals a growing recognition of the role of parents in education and the need for a new kind of partnership between teachers and parents."

BACKGROUND ON PROJECT DEVELOPER-DIRECTOR: Dorothy Rich, president of The Home and School Institute, is the developer-instructor of the School and Parent-Community Involvement course taught first at Catholic University and then at Trinity College. Mrs. Rich, currently a doctoral candidate in Educational Administration at Catholic Univ., has been a teacher on all levels, pre-school to graduate courses, since 1957. She is a panel member and consultant for the National Leadership Training Institute in Early Childhood Education (a teacher training project of the USOE) and a teacher educator also at the Univ. of Virginia. Mrs. Rich originated the Home and School column for The Washington Post (1964-1970) and The Creative Parent course. She is the winner of three awards for writing in education.

"Teaching Academic Subjects in a Career Education Framework" was the theme of the second demonstration workshop. All teachers at all levels of education should teach the career implications of the different subjects taught in the classroom.

Academic skills can be acquired with equal or greater facility when studied in a career awareness context. By combining the substantive content of career education with the basic skills taught in elementary schools both become more meaningful to the pupils. Career education provides motivation for learning basic skills and acts as a method or process to help teach the basic skills. Career education should not be taught as a separate subject added to the curriculum. On the other hand, career education does not dilute or take away from the teaching of the basic skills of language arts, social studies, science or mathematics. To build a career education learning experience without paying careful attention to the academic skills to be mastered during the project is to defeat the most important reasons for the whole career education movement.

The demonstrators for this workshop were Midge F. Smith, University of Florida; Sueann West,Hickory Elementary School, Bel Air, Maryland; and George Richmond, Harvard University.

THE VALUE APPROACH TO CAREER EDUCATION

Midge F. Smith
FAIS Project Director
University of Florida

I have been asked to demonstrate the fusion of academic subject matter with career education concepts and values. I shall do this by first looking at how two teachers' lessons plans might have included career education concepts and values without altering the academic subject matter, and second by demonstrating some of the career education curriculum materials that have been developed in the FAIS Project which were designed to fuse into subject areas and to clarify values. But, before I do what I was asked to do, I want to tell you about the FAIS Project--the process we have undergone and the materials that have resulted.

FAIS is an acronym for the Fusion of Applied and Intellectual Skills. Our aim has been to develop and research the effectiveness of a program which fuses concepts about man and work into the existing curriculum and aids children in clarifying their values and goals relative to the world of work.

Curriculum development for us has been a twelve-step process all the way from the development of a philosophical base to the step which we are involved in presently--dissemination.

Step I was accomplished in the Spring of 1970. This was the development of a rationale or philosophical base. It was our answer to the question: Why should we in the general education curriculum be concerned with the career development needs of students?

Our answer evolved into five suppositions about man and work:

-Career decisions are made by everyone.

-Career development is a continuous process.

-The traditional academic method of education has not met the needs of many youth.

-Education for and about the world of work can influence the aspirations and eventual life career choices of most individuals.

-If man is to control his destiny, he must understand technology and its implications.

Step II was spelled out by a sixth basic supposition:

-A person who has clarified his values will make more meaningful career decisions.

Thus the process for the whole curriculum--value clarification.

Value clarification is the affective process in the FAIS curriculum and the one which receives primary emphasis. However, cognitive process is also stressed. In the K-5 program, each unit of instruction involves the child in one or more of ten thought processes; e.g., imagining, interpreting, problem solving.

Step III was the formation of the conceptual base of the curriculum. The basic suppositions in the rationale lead to the development of ten concepts about man and work. These concepts are presented to the students in the form of hypotheses to be tested--not memorized. For example, Hypothesis I is "Man works for reasons in addition to that of earning a living." Sometimes children gather data about and/or become acquainted with workers who work only for the take-home pay. At other times, they learn about workers who find their work intrinsically satisfying. Thus, the students' opinions about the validity of the hypothesis may change from day to day. The key issue here is that the students decide after having the opportunity to interpret the data through their own value systems.

Step IV was to decide which occupations should be used to illuminate the FAIS concepts. Out of the thousands of occupations, which ones are relevant for K-5 children? This question was answered by reviewing literature on child development and child psychology and by interviewing teachers and children. The result was an OCCUPATIONAL SEQUENCE FRAMEWORK. The FRAMEWORK is made up of two parts:

-a charted sequence of occupations through which children might be expected to progress beginning at age 5 and ending at age 10 or 11

-assumptions about children which formed the rationale for placing specific occupations at the specific levels.

It is offered as a guide and not meant to be prescriptive. The intent at the K-5 level is NOT to teach specific facts about specific jobs. Even if the process of change does not continue to escalate during the next few years--which is highly unlikely--very few facts about workers and tasks that they perform will remain stable long enough for them to be relevant for the present elementary child.

Step V was to decide on strategies for instruction. Two questions arose here--what to include and how to fit these together into some kind of meaningful whole.

The first question had already been pretty much answered. In other words, since we believe the career development needs of children develop concomintantly with other needs, we felt career education should be presented along with other educational input--thus the fusion into subject matter.

Also, we wanted to focus on concepts, rather than specific facts; to expose children to a wide variety of occupations; to teach them how to think; and to relate the information on a personal level.

The second question on how to fit these parts together into some kind of meaningful whole just naturally evolved out of the six parts. Our activity model actually has three elements: input, action, reflection. The INPUT element is data, both subject oriented and worker oriented, which deals with one or more of the hypotheses.

The second element is ACTION. This is when the child is involved in one or more of the thought processes. Typically in most activities, the unit would be finished when the child has classified, or drawn conclusions or whatever. But, we think the most important element is number three called REFLECTION--when the child has an opportunity to become personally involved in the subject matter, to state his position, to relate the facts to himself--at this particular period of time, and to consider ways that he might act as a result of this information input.

All of our activities, games, filmstrips, etc. follow this input-action-reflection model.

After this part of the curriculum was developed, many units were constructed to fit this model (Step VI). From there we moved to the development of a teacher guide (Step VII), planned and carried out an inservice program (Step VIII), and developed strategies for evaluating the effectiveness of the program and to gather baseline data about children's and teachers' attitudes (Step IX). Step IX included the development of three teacher instruments: one to measure attitudes toward the inclusion of occupational information in the curriculum (ASOIC); one to determine attitudes toward a representative sample of occupations (TSD); and another to measure pre- and post workshop and school year changes in attitudes concerning the most important goals for American education (EGPS). Two instruments were developed to measure students' attitudes toward a representative sample of occupations: one for grades 3-5, employs the semantic differential technique (Were I A...); and the other, for grades K-2, employs three faces (happy, neutral, unhappy) for the children to indicate their feelings about the workers (If I Were...).

In 1971-72, the K-5 program was fieldtested (Step X) in three Florida counties--Alachua, Duval, and Orange. Three experimental and three control sites were set up in each county. (A research report has been written and is now available on a limited basis.)

Step XI involves revision after fieldtesting. The K-5 portion has been revised and has finished its second year of testing. The 6-8 portion has been tested for one year and is presently being revised.

The last step--dissemination (Step XII)--will begin in September of 1973*. The K-2 materials will be available in September; the 3-5 and 6-8 portions will follow shortly thereafter.

The 6-8 portion of the program followed the same twelve steps as the K-5. The Rationale, Conceptual Base, Process, and Evaluation tools were extended to meet the needs of the middle school student. Two sets of instructional units have been developed, both of which rely heavily on the gaming technique. One set crosses grade lines and follows a format similar to the K-5 Model. These are intended to familiarize the student with value issues he may someday face in his work. Though some of the units are subject-matter oriented, the subject fusion does not receive as much emphasis as it did at the K-5 level. The second set was designed to fit a specific grade. Grade 6 emphasizes activities which aid the student in further clarifying those dimensions of self related to the world of work; e.g., exploring interests, skill translation. Grade 7 emphasizes the external factors of the world of work with which the student will have to relate; e.g., organizational structure, occupational environments. Grade 8 has a double emphasis--a structured exploration of the fifteen occupational clusters and decision making as a "formal process." (Throughout a child's experience in FAIS, he has been involved in continuous decision making. However, at the eighth grade level, he is introduced to different steps in the process.)

The FAIS curriculum is to be published as a system including everything from teacher and student materials to evaluation techniques and tools. The K-2 system to be disseminated in September of this year will contain five components: The first component is made up of five stories about Hannibal, a fat checkered hippopotamus. Hannibal is sort of a mediator between reality and fantasy. Through Hannibal, the children are introduced to a number of the FAIS concepts in a foundational way. They begin to see workers as helpers; they learn that people work for money and other reasons, they learn that people are unique and that everybody makes career decisions. Also included in this component is a story about a royal shutter opener who learns about status and the worth of occupations. All six of these stories have many follow-up activities which involve the children in subject related work such as math, and in valuing exercises. The second component is called the "Becoming" file. This deals with the child as a unique person who is constantly changing. He has the opportunity to see himself changing from "me to me." Both of these components are foundational materials for the ten concepts. The third component deals with the concepts in a more realistic way; it is called "Dwendy and the Seven Dworks." Again fantasy is used as the medium but the Dworks are workers. They are involved in all kinds of experiences which might happen to a real worker. The fourth component is called the "Opener" file. These are idea sheets for the teacher to involve the kids in a realistic way with one or more of the concepts. They are called "openers" because we want to say to the teachers, we can give you an opener for your lesson but you are the one who can make it really happen. Also, it says something about what we want to happen to kids throughout the whole FAIS program--open up to their feelings and values. The fifth component is a filmstrip series called "Comparing Workers." Included are five filmstrips each of which involves the children in comparing two different workers according to work environment, type of clothing required for the job, whether the worker works mostly with people or things, types of tools used, and tasks performed. After comparing what is alike and different about the roles, the children hypothesize about the effects of the workroles on the workers; e.g., what types of leisure time activities would the shoe salesman enjoy after a day at work? Then they compare the worker to themselves; e.g., what types of things does he do that they can do now? Which of the two roles they would prefer? etc.

The 3-5 materials have similar components as the K-2. There is a 3-5 "Opener" file; a filmstrip series entitled "It's Your Choice" which involves children in open-ended value conflict work situations; another filmstrip series called "You Are There" which deals with technology and the five simple most-basic machines; a "School (work) Values Auction Game" where children look at their school as much the same as an adult's work and decide what is most important to them about going to school; a game entitled "You're On" where children have an opportunity to act out their feelings about worker tasks; and another game called "Getting Whatcha Want" which involves children in deciding which values are most important to them and learning how values develop and how they (the children) can affect their acquisition.

The FAIS curriculum will be published under the name, THE VALUES APPROACH TO CAREER EDUCATION. It is designed to be used in conjunction with other career education programs or as the career education program.

PART II - Fusion of work values and career education concepts into traditional curriculum content.

There is much talk about how easy it is to fuse career education and regular everyday academic school work. I for one do not believe it is so easy, but I do believe it is possible to a certain degree. Even though our project deals with this fusion idea--both values and career ed concepts--our approach has been to develop examples to teach teachers the process with the hope that they carry the technique over into all spheres of their curriculum.

For this demonstration, I asked two teachers--one of 5- and 6-year-olds and one of 8-, 9-, and 10-year-olds-- to give me a copy of their lesson plans or what they had done for one day that week. My colleagues and I took these post plans and looked for ways we could have reinforced one or more of our ten concepts and/or involved the kids in value clarification.

The first group activity for the 5, 6-year-olds was individual interest groups discussing what they were doing and making plans for next steps. The topics being discussed at this time were birds, dinosaurs, raccoons, and queens in fiction. If you look at the above groups from the point of view of career education, the birds, dinosaurs, and raccoons all suggest careers in zoology, biology, orinthology, geology, anthropology, ecology, etc. And, since there are very few openings for queens these days, we figured this study might typically be passed over by career education people. But, from the FAIS point of view it was perfect. We are concerned with values and the queen study presented the opportunity to deal with many of the values people manifest through their work roles--power, fame, money.

The teacher had the children examine such questions as How I would look if I were a queen, and How I would feel if I were a queen.

Following are some questions that we would have asked relative to several of the concepts to elicit examination of personal values:

Concept I: People work for reasons in addition to that of earning a living.

Would you like to be a queen? Why? What is power? If you had power like a queen, what is the first thing you would want to do? Who do you know that has power like a queen? Do you think queens make a lot of money? Would you like to? What are two things you would do with lots of money? Would you like to be famous like a queen? How would that make you feel?

Concept VI: Worker roles are interdependent.

Can a queen run a queendom (kingdom!) by herself? Who does she need to help?

Concept X: Work roles for some may be leisure time activities for others.

When a queen is being a queen, is she working or playing? What do you think queens do when they aren't doing queen work? What do you like to do?

A couple of other questions seemed relevant here: How does a queen learn to be a queen? Does she need special talents or skills? Explain.

(The fusion technique was similar for the second teacher's lesson plans. In the interest of conservation of space, that portion of my presentation has been omitted.)

* * *

PART III- Demonstration of FAIS activities which fuse values and academic content or process into career development activities.

Two kinds of activities have been produced by the FAIS team--those that relate specifically to the concepts and those that provide foundation for them. First, I want to talk about the foundation activities:

At the Kindergarten through second grade level, we are using Hannibal, a fat, checkered Hippopotamus as a means of introducing a number of concepts.

Story one is called Hannibal Lost. It introduces concept 7 which deals with interdependence. Hannibal becomes lost in the city and many workers help him find his way home. He discovers a number of jobs and the people who perform them because he has a very definite personal need for them. The children are encouraged to view jobs in the same personal way. In follow up activities, they build a town, have a chance to invent and discover the need for knowing how much of whatever it was they used in order to repeat it or share it with someone else.

A third story called Money Buys Giraffes introduces the purpose of money. It is foundational material for one aspect of Concept I which deals with why people work.

The fourth story called Hannibal Himself deals with the uniqueness of individuals and the effects that one's uniqueness has on his career development.

Today I shall read you a portion of the fifth story, called The Day Two and Two Made Five. In this story, Hannibal discovers that work roles for some may be leisure time activities for others (Concept X) that training is important, and that the school is a significant but not the only way for the provision of this training.

THE DAY 2 AND 2 MADE FIVE

Hannibal decides that school isn't necessary. He can become a builder without school. He learns that training is important.

H. looking at calendar and pointing at date labeled boldly "Julie's Birthday."	Hannibal was unusually busy. It was going to be a great day all right he thought. Today while Julie was at school, Hannibal was going to build her a birthday present. It couldn't be so very hard. He saw people building things all the time.
	"So I think I'll just decide to make a present and the rest should be easy," he told Plushy, the stuffed snake.
H. and Plushy talking.	Plushy shook her head doubtfully. "It takes lots of thinking to build and thinking's hard work and working is hard work and you can't do two things at once. Some people go to school to learn how to build things."

	"That's all right, Plushy," Hannibal said cheerfully. "Julie won't mind as long as I build the present. I'll work hard now and think later."
P. coiled up asleep and H. peering closely to see if he is.	Plushy just coiled up under the tree and went to sleep. Discussions were hard work too, and this one had tired her out.
H. trying to whistle as he tugs (maybe pushes with head) 2 boards into yard.	Hannibal hummed a little working tune as he joggle-waddled into the tool shed for a hammer and saw. He tried to whistle as he waddled along but no whistle came. After all, who ever heard of a hippopotamus whistling anyway! School indeed! Whoever heard of a hippopotamus going to school? He chose several nice smooth boards.
	"Very nice," he mused. "Very nice indeed for something or other."
	He tugged 2 boards out into the yard.

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P. coiled under tree, 1 eye open, head cocked talking to H. who has load of wood.	Plushy opened one eye and stared. "How many boards do you need?" "I don't know yet," answered Hannibal. "I don't know what I'm building."
	"Well you have to know how much wood it will take," declared Plushy wisely.
	"Well, I won't know how much wood it will take until I'm all finished and I won't know what I'm making until I start," Hannibal said firmly. "I'll just stop and give it a How Think."
	"A How Think?" Plushy looked curious.
	"A How Think is a thinking how to do it Think," explained Hannibal. Hannibal tugged more boards out into the yard and began banging away loudly.
H. weilding hammer with 2 paws and boards bouncing on impact.	"You have to use nails," Plushy yelled over the noise.

"Is that what makes them stick?" Hannibal stopped banging and looked at his loose boards.

"Of course, Silly! Don't you know anything?" Plushy said in disgust.

H. sitting thinking.

"Maybe I need more How Thinks," declared Hannibal matter-of-factly. So Hannibal sat and thought and thought. He thought about a nice warm place to curl up and sleep. He thought about a house out in the sunshine. Maybe he could build a house. He thought about it and thought about it. But no matter how hard he thought, he couldn't think how to build it.

Hannibal nailing. Bent nails very prominent.

"I'll just have to begin," he said out loud and waddled back to the tool shed for nails. This time the boards stuck together when he banged loudly.

Plushy looked at all the bent nails and asked, "how come the carpenters down the street don't do that to their nails?"

Hannibal stopped and looked at his bent nails. "I think they've had more practice," he answered.

"That's the first sensible answer you've given," Plushy said thoughtfully.

Hannibal lays out a "picture" house with lines drawn in dirt and several boards laid along the lines.

Hannibal carefully laid out the shape of a house the way Julie made them in the pictures she always drew. Then he pounded more nails. The house shape began to stick together.

P. in tree. House-shape below.

Plushy climbed the little tree nearby and looked down on the shape. "It's a boat!" she cried happily.

"It is not!" retorted Hannibal. "Anybody can see it's a house!" "Houses don't have points on the

	front," said Plushy.
House almost standing up. H. pushing.	"That's not the front," explained Hannibal. "That's the top. It stands up like this." Hannibal tugged and hauled and grunted and finally managed to stand the house shape up.
	"I see!" Plushy said. "Kind of skinny for a house, don't you think?"
H. eyeing precariously balanced house, paws on hips.	Hannibal eyed his work critically. "Maybe I need to make it fatter with some more boards." He let the house shape plop back on its side with a thud and went back to the wood pile for more boards. Puffing loudly he dragged 2 boards to his working place.
	"How many do you need?" asked Plushy.
H. pointing and counting.	"I don't know," answered Hannibal. "How do you know things about boards?"

"You count," said Plushy. "Do you know how to count?"

"Of course!" retorted Hannibal. He carefully began to point at each board with a fat checkered paw. "One, two, three, four, FIVE!" he said triumphantly. "I need five boards."

"And how many do you have already?" asked Plushy.

"Two," answered Hannibal. Then quickly he continued, "I need two more because two and two are five."

Plushy looked at Hannibal for a minute. Then she declared positively, "That's not so! 2 and 2 are 4!"

The story continues with Plush trying to convince Hannibal that 2 + 2 = 4, but to no avail. Hannibal winds up with a house shaped construction that has a hole in the top of it. And, since he never ever lets Plushy get the best of him, he decides that the "thing" is a giraffe house and the hole is for the giraffe to stock his neck through.

After the story has been read and discussed, the children are involved in activities relating to doing something nice for someone, making decisions about what they prefer to do with their "free" time, how they are changing, etc. To perform these activities, children must use several of the critical thinking skills. Most of the units are subject matter oriented. In this particular one, math receives emphasis.

Time will not permit the demonstration of other materials. However, descriptive information about the project is available on the display table.

THE HICKORY ELEMENTARY SCHOOL

Sueann West
Teacher
Bel Air, Maryland

1. The kindergarten child will identify himself as an individual by orally stating his first and last name, birthdate, one of his likes and one of his dislikes.
2. The kindergarten child will identify the members of the family unit by painting a picture of his own or another family.
3. 85% of the kindergarten class will identify the role of each member in the family by stating orally what mothers do, what fathers do, and what the children do.
4. 85% of the kindergarten class will describe through role playing or illustration - the statement "members of a family need each other" or "one members job is dependent on another". The teacher will ask the following lead question, "What would happen if mother did not do her job in the home, father, and the children?"
5. 90% of the kindergarten class will demonstrate knowledge of his parents occupations and possibly some skills involved, through verse and or role playing.
6. Each kindergarten child will identify the role of two school helpers through illustration.
7. Each kindergarten child will illustrate the following sentence "I am an important helper in the school job family."

8. The kindergarten child will orally answer the following questions, yes or no with 75% accuracy.
    a. In a job family there are many jobs to be done.
    b. All of these jobs are done by one person.
    c. The school helpers make up a job family.
    d. The community workers make up a job family.
    e. In all job families, one worker has to depend on other workers.
    f. The garbage collector is an important helper in the community.
    g. All workers jobs are important.
    h. Some people like doing some jobs better than other jobs.
    i. Some people can do a job better than other people.
    j. We all choose to do the things we like best.
    k. Some times we have to do things we do not like to do.
    l. Not everyone likes to do the same things.

The Family

Concept I

People are interdependent. Children's interpretation - members of a family need each other.

1. After the children have had an opportunity [illegible] or housekeeping area, discuss the family roles that were played:

What was the mother's work in the home?

What work did the father do in the home?

How did the children help in the home?

Could there be just children in the home?

Why not?

2. Children may draw or paint pictures of the family at work.

   Some may prefer to draw or paint only one person, while others may wish to show a family group at work.

3. A series of pictures may be made to illustrate what takes place after breakfast, before bedtime or before dinner.

4. Back a large bulletin board with brown wrapping paper, paint a background of grass and streets. Have children make a construction paper house (their house). When he can print his name draw a line from the telephone pole to his house.

5. Individuals may pantomine actions of family members for the rest of the class to identify:

   Imitate mother rocking the baby

   Father hammering a nail

   Brother cutting the grass

   Sister setting the table

6. Introduce and then read the poem "Daddies" by Janet Frank.

   Discuss Father's work and mother's work. Encourage children to talk with parents about their jobs if they do not already know what they do. Have children make up a poem about "Mommies" use the poem "Daddies" as a guide.

7. Allow the use of flannel board to introduce the children's families.

8. Show several pictures of people at work - nurse - repairman, teacher builder etc.

Discuss the work these people do. Ask the following questions:

Why do people work?

Why do they need to earn money?

Who earns the money in your family?

What things does your family need to buy?

Filmstrips

S394 "Living Together"

Family Helpers

A Family Shopping Trip

Safety

1. Discuss with children a job of someone who helps to keep us safe. Example: The Policeman.
2. Have children think of other jobs where the workers help to keep us safe. Make a class chart of these jobs.
3. Children may make a book with pictures cut from magazines or do printings and drawings of their own to show some of these safety workers.
4. Other workers could be - (Add the children's list to these):
    a. State Roadman
    b. Lifeguard at the beach or pool
    c. Firemen
    d. Ambulance workers
    e. Doctors

Shapes

1. Name the shapes of various workers trucks. Here we could discuss and list the different kinds of trucks and the work they do. Help

children prepare a list or chart. They may collect pictures of various trucks.

2. Read Dear Garbage Man, by Gene Zion. This book features an important but seldom honored garbage collecting crew of a city. The illustrations show many other people at work in the city and will launch the class into a worker hunt to find them all. Many forms of transportation, especially trucks will be found.
3. Discuss various signs of stores - example - the A&P sign: Have children name some of the signs they know. Have mother and father help them use the camera to take pictures to bring to class of these signs. Talk about the photographer - what he does etc. Discuss with children the fact that some people take pictures as a hobby - some take pictures to make money.

Self

1. The children will make a painting or drawing of self.
2. The children will make "All About Me" booklets. The book will include a picture or a drawing of his favority food, a feature page of his favorite color, a picture or drawing of his best friend, favorite game or activity, pets, hobbies. Have children suggest other pages for their book.

The School

1. Show video tape of school helpers. Children may discuss each helper and their duties.
2. Take a field trip to see the school helpers at work and where they are located in the building. Children may wish to paint a picture

of what they saw -- these pictures could be put up in the classroom.

3. Children may set up a school office with blocks, have the different workers coming in and out of the office for one reason or another - to talk to the principal and the secretaries.
4. Have children think of ways or things that make them important school helpers.

BEHAVIORAL OBJECTIVES
Grade 1

At the end of the year, each child will be able:

1. to orally name the occupation of his father and mother or guardians
2. to identify job families by dictating a class chart showing at least one job family
3. to complete a teacher-prepared diagram which shows the interdependence of the family and the community
4. to verbally tell where the principal, vice-principal, secretary, guidance counselor, librarian, custodians, and cafeteria manager are stationed and at least two functions of each.
5. to identify at least five different occupations from pictures

ACTIVITIES - GRADE 1

Using the Senses

1. Have a vision technician visit your class to relate how her work helps to protect our vision. Have the technician explain how she tests our vision.

2. Have a school guard visit your class to explain how her work together with our senses helps to keep us safe.
3. Blindfold a child. Give him a tool which he must identify by touch only and tell who would use this tool.
4. Have a hearing technician visit your class to talk about the importance of her job in helping to keep children well.
5. Have an ear, nose, throat otolaryncologist visit your class to discuss what he does to keep children well.
6. Role - play a doctor, vision and hearing technician, and school guard.
7. Visit a candy factory and a bakery to learn about the people who prepare some of our foods.
8. Have a meteorologist visit the class to describe how his job helps to forecast the weather.
9. Use our senses to help predict the weather by studying and observing various types of cloud formations.

Living Things

1. Visit a zoo to learn about the workers who care for the animals.
2. Have a veterinarian visit your class to describe his work with animals.
3. Visit a pet store to learn how the workers care for the animals.
4. Visit a farm to learn what workers do to care for plants and animals.

5. Make up riddles about people who work on farms or in zoos. Let children guess who the riddle is about.
6. Investigate books about farm and zoo workers and have children write chart stories and illustrate them.
7. Make charts and list workers found on farms and in zoos.
8. Have a florist visit the class to explain his work with flowers.
9. Have a grocer visit the class to describe his work in providing plants and animals for our consumption.
10. Collect pictures of people who work with plants and animals.
11. Examine films and filmstrips of people who work with plants or animals.

Our School

1. Walk around the school to see where our school workers are located.
2. Have school helpers visit the classroom to tell about their work.
3. Have children draw pictures of each school helper. These may then be used as a bulletin board display.
4. Have children write stories about the school helpers.
5. Make a class scrapbook of school helpers' pictures and stories the children write.
6. Role - play school personnel and their duties. Find out what would happen if someone did not do his job.

7. Listen to stories and poems about school helpers. Listen to records and learn songs about them.
8. Show and discuss pictures of school helpers. Show filmstrips and films about these helpers.
9. Take the children to places in and around the school where workmen are working. Ask the workmen to tell the class what jobs they do. Observe the tools and machines each job requires.
10. Have the children draw pictures or pantomine to show the special jobs done by these workmen.

Our Family

1. Have the children find out what kind of work their fathers and mothers do.
2. Write short stories telling what each child would like to be when he grows up. Give at least two reasons why he chose this vocation.
3. Make a chart listing what each child wants to be when he grows up at beginning of year and again at the end of the year to see how their ideas change. Initiate this activity with the poem "What Would You Like To Do?" by Gayle L. Kloppenburg:

What kind of work would you like to do
When you're all grown up and not in school?
Would you like to be a doctor who helps make people well?
Would you like to be a salesman with something fine to sell?
Would you like to be a pilot flying high up in the air?
Or a fireman or a policeman helping people everywhere?
Would you like to teach nice boys and girls to read and
write and spell?
Whatever job you choose to do, work hard and do it well!

4. Draw pictures showing what work each family member does in the home.
5. Pantomime work at home such as mowing the yard, washing dishes, etc. Allow children to guess the job.
6. Find out what jobs must be done in the home. Who usually does these jobs? Could anyone else do each of these jobs?
7. Find out what your father does when he goes to work. Tell the class about your father's job.
8. Discuss why fathers and mothers work away from home.
9. Find or draw pictures of fathers and mothers working away from home.
10. To clarify the difference between producers of goods and sellers of services, use play experiences in which a child sees a worker produce something tangible or provide a service.

    Have each child write a story about the kinds of work done by one relative who lives in his home. Divide a bulletin board into two sections with the captions, "Workers Who Produce Goods" and "Workers Who Provide Services". Display the stories under the appropriate heading.

BEHAVIORAL OBJECTIVES
Grade Two

By the end of the year:

1. 80% of the class will tell the job title and describe three of the responsibilities of each working parent through a written story.
2. 90% of the class will construct a line of paper figures holding hands which can be identified as a job family by labeling and costuming each member to reflect understanding of the interdependence of people.
3. Each child will take a written test in which 80% of the class will answer all the questions correctly to measure the realization that all lawful jobs are important.
4. 90% of the class will participate in dramatizations depicting a family where everyone helps as opposed to a family where some or none of the members help, to show their acknowledgement that every person should assume some responsibility for work in the home.
5. Each child will demonstrate his understanding that some member of most families must produce a good or a service in order to buy what the family needs by participating in a classroom "bank" where "payment" for classroom services are "saved" and "withdrawn" to acquire classroom privileges.
6. Each child will participate in setting up a classroom "post office" and in publishing a classroom "newspaper" to promote understanding that some workers produce goods while others produce services.

7. 90% of the class will participate in a classroom "company" to produce a good to promote the understanding that the special skills of many workers may be needed to produce a good.

ACTIVITIES

I. Community Helpers

    A. Fireman

        1. Dramatize the "bucket brigade".
        2. Dramatize a fireman giving first aid.
        3. Make a chart listing the duties of a fireman.
        4. Draw pictures of the different kinds of trucks and equipment firemen use.
        5. Make the different kinds of firetrucks out of clay or cardboard.
        6. Visit a fire station.
        7. Make fire helmets, gas masks and other equipment from cardboard or paper mache.

    B. Policeman

        1. Have a city or state trooper visit the class.
        2. Show and discuss pictures of mounted police.
        3. Have a policeman demonstrate how police dogs are used and trained.
        4. Collect pictures showing the many duties of a city and/or state policeman.
        5. Make a chart listing the duties of an emergency patrolman.

6. Make a highway system using masking tape and appropriate traffic signs on a table top. Let the children bring in miniature cars and dramatize the traffic policeman's responsibilities.

C. Doctor

1. Collect and display pictures of different kinds of doctors at work.
2. Make a list of familiar or local doctors.
3. Make clothespin hospital workers and patients. Set up a miniature hospital.
4. Have a dentist visit the class.
5. Visit a dental hygienist.
6. Make a list or chart of community people who keep us healthy.
7. Dramatize an office visit to show how doctors help us.
8. Make the doctor's equipment out of cardboard or paper mache.
9. Make nurses' and surgeons' caps out of paper and cloth.
10. Make pictures of the equipment doctors use and label.

D. Garbage Collectors and Street Cleaners

1. Have kids take complete responsibility for cleanliness and trash removal of the room for a week.
2. Draw pictures of the way our community would look if there were no sanitation workers.
3. As a class interview a school custodian to find out his responsibilities to the school.

E. Postal Service

1. Set up a classroom "post office" for a week. Assign children their various jobs; sorter, postmaster, mail carrier etc.
    a. Construct the post office from cardboard boxes
    b. Children should deposit their letters to one another properly written and addressed at appropriate times in the post office.
    c. The mailcarriers deliver the mail once daily.
    d. Have students construct individual mail boxes for their desks.
2. Visit your local post office.
3. Make a list of the jobs found at the post office.
4. Discuss the various kinds of mail boxes and ways mail is delivered.
5. Talk about stamps and the people who make them and why.
6. Design and make a classroom stamp.
7. Make a chart telling how we can help postal workers.

F. Banking

1. Set up a classroom bank. Have the children role play these jobs: tellers, a loan officer and a president.
    a. Have the children save "tokens" in the bank earned by services in the classroom.
    b. Have the children keep a checkbook to record deposits and withdrawals of "tokens".
    c. Tokens can be "spent" to obtain classroom privileges.

2. Have a play, "A Trip to City Bank" (Our Working World" page 141, five characters).

G. The Press

1. Organize a weekly classroom newspaper. Let the children apply in written form for the following jobs: editor-in-chief, proofreaders, printers, reporters, feature writers, distributors etc.
2. Collect poems, stories and cartoons from the children for the paper.
3. Have the children publish and distribute weekly.

H. General Activities

1. Make paper bag puppets to depict various community workers.
2. Play the "What's My Line" panel game.
3. Make shadow boxes or dioramas depicting workers at work.
4. Make a shoebox stage and finger puppets. Make up a playlet about workers.
5. Play "This Is the Way My Daddy Works" to the tune, "Here We Go Round the Mulberry Bush".
6. Have several working parents visit the class and tell about their jobs.
7. Write stories about family members who work outside the home.
8. Collect pictures of workers and make a chart or bulletin board using them.

9. Make "egg carton" community workers by cutting and painting the sections of an egg carton and assembling.
10. Draw a picture of yourself (child) working at home or at school.

II. Housing

A. Have children bring to school samples of the tools carpenters use. (Those that are safe to carry such as a screwdriver, folding ruler, small hammer, nails, etc.)

B. Set up a practice center for the children to practice using carpenter's tools.

C. Have children construct different kinds of houses from other countries and long ago from whatever media they choose.

D. Provide a center containing a box of sand or soil for children to practice digging foundations and constructing buildings from Lincoln Logs or plastic bricks etc. Miniature bull dozers could be brought from home.

E. Children could construct carpenter's aprons and caps from cloth and paper.

III. Clothing

A. Children could weave pot holders.

B. Children could make "knitting spools" and use them to make small rugs or mats to sit on for reading.

C. Children could sketch and design clothing.

D. Visit a sewing or clothing factory.

E. Make a "movie" of the workers and their jobs necessary to manufacture an article of clothing.

IV. Earth & Space

  A. Build a "Control Room" from cardboard boxes.

  B. Build a space ship from cardboard boxes.

  C. Make astronauts helmets from pretzel or potato chip drums.

  D. Have children sketch and design different kinds of space travel and/or equipment.

  E. Make a miniature moon landscape from paper mache, clay, or other modeling media.

  F. Make an "earth-to-moon" communication walky-talky with two tin cans and some string to use from the "control room" to the space ship.

V. Foods

  A. Provide a center with playdough or clay for children to dramatize the job of a chef or baker.

  B. Have children practice making a balanced menu for one meal of the day.

  C. Set up a classroom restaurant where these jobs are dramatized: waitresses, cooks, dietician (plans menu), bus boys, hostess, cashier, etc.

  D. Have children construct waitresses' cap, chef's hat and aprons from paper and/or cloth.

BEHAVIORAL OBJECTIVES
Grade Three

1. 80% of the children will demonstrate originality in thinking by inventing an object; one of which will be produced by organizing a class company.
2. To become more aware of the different modes of transportation and its workers, the class will make, compile, and label a set of slides showing the transportation industry.
3. Each child will collect and categorize pictures of workers according to job families to demonstrate his understanding of this concept.
4. Each child will convey to the class his parents occupation (s) through short skits or written stories.
5. 90% of the class will list any 10 occupations and give a brief description of what the worker does and how his work benefits the community.
6. 90% of the children will demonstrate their realization that all jobs are important by giving at least 2 reasons supporting their importance in a written paragraph. The teacher may select any five jobs.

ACTIVITIES

Living and Working Together

1. Discuss how dividing up the work in our room helps to get it done faster and better. Have each child take the responsibility of a classroom job.

2. Discuss the industries and businesses where the children's parents are employed. Invite these parents to talk to the clas acting as "human" learning stations.

3. Let some of the class members assume the role of the businessman. Develop a list of the qualities they would want their workers to possess.

4. Have each child keep a vocational and occupational information scrapbook.

5. Discuss goods and services. List on a chart how many goods and services are needed to build a house (i.e., builder, planner, lumber, water pipes, cement, etc.).

6. During the year, have interested students visit the lower grades. Let them tell or read a story or present a play to a class.

7. Provide an opportunity for children to describe the interdependence that results from division of labor. Discuss what happens when a school worker is absent. Children could collect data by interviewing staff personnel.

8. Have each child write a theme of his/her strengths and weaknesses. Ask, "What can you do to improve both?"

9. Have the children make sketches that tell the "biography" of one kind of worker; e.g. as a schoolboy, working at home, practicing good health habits, learning a skill, applying for a job, and doing the work that he does now.

10. Discuss what our job is at school. Have the students decide how the world of work includes them. Discuss good working habits and list on a chart.

Communication

1. Newspaper, radio, and T.V. help inform people in the community. As a related activity, visit these places and note the various workers - their jobs and interdependence.
2. Have the class plan, prepare, and distribute a class newspaper. Let various class members take the role of the workers (editor, copywriter, typist, special feature writer, reporters, cartoonist, etc.)
3. Have children make a list of "Things I Can Do" or I Know How To Do" on a card. From this list children can compose a Want Ad to advertise their qualifications. They could use the card as an application and go around the school or neighborhood "selling" their skills.
4. Have the children visit and spend some time with the school helpers. Use a tape recorder to record stories about the jobs and roles of these workers.
5. Make a telephone directory for the classroom with the children's names, addresses, and other important telephone numbers in the community. Have the class arrange it in alphabetical order, ditto, and organize the pages.
6. Why do communities have laws? Invite a policeman to visit the class and discuss the importance of laws. Follow up by having the class talk about the importance of classroom, playground, and cafeteria rules. Signs or posters could also be made depicting these rules.

7. Write letters to children in other countries. Find out how they live and work. What kinds of work do they do at home?
8. Invite a telephone worker to visit the classroom to discuss the various duties of the employees of the telephone company.
9. Challenge the class one night to go home and watch television. Have them report on various workers they saw during the commercials and during the programs viewed.
10. Plan a bulletin board and have the class collect pictures from magazines of workers using these various means to communicate their ideas, their wants, and their needs for better and faster service.

Transportation

1. Make a Travel Bureau. Dramatize tourists asking for and receiving information about scenic attractions in Harford County.
2. Pretend you are a guide at some interesting place. Tape your talk.
3. Visit a planetarium. Talk about space and workers.
4. List some of the goods consumed in our city which were produced in some other place. Discuss how transportation increases the market for the seller and also, increases the choices for the buyer.
5. Write letters to the astronauts or to Cape Kennedy for information on the space program and its workers.
6. Discuss some of the reasons why people move and why they may move from one job to another.
7. While visiting an airport, pay special attention to the various people involved; such as, pilots, stewardesses, many ground crew, travel agents, control tower operators, etc.

8. Have the children role play airport workers at their jobs.

9. Discuss various driving occupations as a job family including the:

    Traffic manager

    Taxi driver

    Bus driver

    Locomotive engineer

    Route man

    Truck driver

    Farm machine operator

    Ship pilot

    Driving instructor

    Mechanic, etc.

10. Take a product such as a shoe and cut up the sole, heel, sides, etc. in such a way as to reveal its parts and materials used. Stress: countries from which each material comes, the people involved in the work, and the transportation involved.

Indians

1. Construct an Indian Village and make a mural showing people at work hunting, making weapons, weaving, and curing hides.

2. Create awareness that jobs are constantly undergoing change. Old jobs are dying and new jobs are being created. Discuss what kinds of jobs the Indians did and what jobs have died out.

3. Have the class distinguish what jobs differed among the Indians according to their geographical locations in the United States (the Eastern Woodland, The Plains, The Pacific Northwest, and the Southwest).

4. Have the class make necklaces, headdresses, pottery, and do some weaving depicting the Indians making goods for their own use and for trade.
5. If possible, invite someone of Indian heritage to talk to the class about the Indians - their daily life and work, past and present.

Maps

1. Visit a Weather Bureau. Obtain some of their old daily maps. Have the children look at them and their symbols - discuss the skills needed by map maker.
2. Have the children make a map of their neighborhood, including businesses. Have them find out about the businesses near their home and report on them to the class.
3. Have the class make a small scale map of their classroom. Discuss the arrangement of the room. Include in this discussion the workers involved; such as, the painter, the interior decorator, the electrician, the plumber, etc.
4. Take several road maps and pass them out to the class. Discuss the various symbols represented, (i.e. bridges, highways, dams, buildings, railroads, airports, capitals etc.) Talk about the workers who might be involved in relation to these symbols.

Miscellaneous

1. Role play with teacher participating. Depict people working in the different historic eras at various jobs.
2. If possible, have a geologist come in and talk to the class about his work.

3. Discuss benefits of assembly line method over one-man production method after the class has produced a product using both means.
4. Any product that is being produced was first designed by a designer. Have the girls design and draw fashions and have the boys design a car model. Discuss the drawings and see if any changes should be made in the sketches.
5. Talk about authors. Have the students write a composition or poem.
6. Have students plan menus using the four basic food groups as a guide. Discuss the work of the cafeteria manager and workers who prepare our food.
7. Have the class plant seeds and have them care for their plants. Discuss the workers who might be involved in this area of producing and selling goods.

BEHAVIORAL OBJECTIVES
Grade Four

1. At the end of the year 80% of the children will be able to write on a piece of paper the name of his parents' occupation, a brief description of what they do, and their place of employment.
2. At the end of the year 90% of the children will be able to write on a piece of paper at least five of his classmates' parents' occupations without duplication.
3. At the end of the year 80% of the children will be able to complete on a piece of paper both a teacher prepared job family diagram and teacher prepared interest area family diagram, consisting of at least five jobs, around the name of a family given them by the teacher.
4. Given a list of six jobs in each of the world regions, 75% of the children will select three jobs that are not usually found in Maryland but are found in that region. These world regions are Hot Wet Lands, Hot and Cold Deserts, Plains, Coasts, and Mountains.
5. At the end of the year each child will choose a job and write a short story of at least three paragraphs about what would happen if that job didn't exist or that person happened to be absent from their job.
6. At the end of the year 90% of the children will be able to compile a written list from memory of five jobs declining in demand and three jobs increasing in demand.

7. At the end of the year 90% of the children will have started, planned, and made decisions entirely on his own, in a subject area he is studying. This will be of at least "G" quality as determined by the instructor.
8. By the end of the school year each child will have applied for at least two school-wide or classroom jobs. 80% of those chosen will have kept their job by showing the proper conduct.
9. At the end of the year 80% of the children will be able to match three areas of work from another part of the world to jobs that are found in Maryland.
10. At the end of the year each child in a fifteen minute period of time will make a job list of all the jobs he can think of. This will be compared to a job list made in September and 80% will show an increase in their knowledge of jobs.
11. By the end of the school year each child will have graded one class project of another child giving it a letter grade and a small written critique listing what he thinks is good and bad about the project.
12. At the end of the year the class will make a chart listing good work habits and equating or matching them to the chart made in September listing desirable classroom habits.
13. At the end of the year 80% of the children will be able to list at least one job from each of the broad career areas and two qualifications for each.
14. By the end of the year each child will have made a booklet of at least 25 various jobs in Harford County and illustrate each with

a picture or drawing.

15. At the end of the year 75% of the children will outline on a map of Maryland the several regions of Maryland and write in the regions one of the primary industries and three jobs peculiar to each region.

ACTIVITIES

Social Studies

(A) Getting Ready to Work Together

1. Have children introduce to other members of the class their parents' jobs, by making up riddles about their jobs. The first line can give very little information, and each line thereafter can give a little more to the last line which tells the name of the job.
2. Have a story time where each child tells about the jobs and duties he performs at home and why they are important.
3. Make a list of common jobs and put them into a hat. Have two teams and let children draw names and act out the jobs. Score can be kept to decide a winner.
4. Let the children dramatize or discuss what would happen if everyone in the home didn't do his job.
5. In September have members of the class write a theme on their strengths and weaknesses. This can also include how they are going to improve themselves. File these away without looking until June. In June have the children write a similar theme and how they have improved. Give them their September papers and let them compare them.

6. Have the class choose a "Citizen of the Week", both a girl and a boy.

7. Role play right and wrong ways to apply for a school job.

8. Using the Yellow Pages as a reference make class charts of job families after the concept of job family has been introduced.

9. Make a scrapbook of people, areas of work, news and industry from newspaper articles.

10. Have a Panel On "What's My Line".

11. Have a talent show. Participants tell about the lessons they take, the practice they must do, and what they imagine they will do as performers in the world of music.

12. Each student will find out their parents place of employment and what they do there. They will share this with the rest of the class. The class will make a class list of parents jobs. The class will discuss job similarities and disimilarities.

13. Discuss with the class jobs or duties they have at home or elsewhere, what they are, and what they have to do. Talk about what needs to be done in the classroom. Make a list of class jobs and their duties and qualifications. Applications decided on by Review Board of two students and teacher. The Review Board can bring charges against a job holder and may dismiss him by majority vote.

14. Either by video tape, or personal appearance in a human learning center the school workers job family will explain their occupations and duties to the class. Emphasize how each job is necessary and

important. Also emphasize how the children could help each worker. After viewing discuss the job's importance and necessity, and what might happen if one wasn't there.

15. The class will listen to a fellow student try and convey their parents' job. They may do this by acting it out. They could bring a uniform that might aid or the tools that their parents use. They may write a story or draw pictures that would tell the class the job. The class will try and guess the job.

16. Children will make a map of Hickory Elementary by measuring the halls and walls of the school. By transferring to a map they will be able to discover skills necessary for a good map maker.

17. Make a display of different types of maps and illustrate by picture or drawing the type of person to use each type of map.

(C) Hot Wet Lands

18. Have a child list what his parents do in a day and also what a person in another country does for a day. Put the emphasis on the fact that we work at a job to earn money to buy things (food, clothing, shelter) while other people, in other lands, may work directly to obtain these things.

19. Have children list and draw examples of things people in Hot Wet Lands do for themselves that other people do for us as an occupation.

20. Children will determine the steps in the making and marketing of coffee, latex and other products of Hot Wet Lands. They will do this by listing or drawing the steps. Emphasis should be on how many jobs can be involved.

21. Discuss, list, draw how a house is built in Hot Wet Lands and compare it to our building of a house. Bring out that they build their own houses while we usually don't anymore. Why? Reasons.

(D) Hot and Cold Deserts

22. Students can plan a trading post or bazaar. Some can take the role of the trader or the person who comes to the trader with something to trade for goods.
23. Make a display of all the different products that can be made from oil.
24. Have students make a model of a desert. Then build a dam and irrigate the desert and plant grass. This will show how new jobs and technology can aid the older jobs of people.
25. Make a list of jobs that are changing the desert for man. List also in what way they are changing the desert.
26. Make a display of products from each region and have each student responsible for at least one product and explain the jobs behind the making of the product.
27. Make a model showing these three regions and put in paper dolls showing the different occupations that are characteristic of that region.
28. Prepare a T.V. Documentary with pupils representing different professions in Harford County. Have them discuss their profession.
29. Make lists of career possibilities in Maryland and Harford County. Discuss needs and ability requirements for each.

30. Visit the Public Health Department.
31. See free film and other films on space and related areas to be found locally. (free filmland booklets "Tommy Looks at Space" B.F. Goodrich Co., Akron Ohio)
32. Watch the cloud formations. See if you can forecast the weather for the day.
33. Learn the meaning of the terms and symbols used by weathermen on T.V.
34. Make a Space Illustrated Dictionary. Assign each pupil several words or terms found as the class unit progresses. Include people, jobs, etc. Use one page for each word. List words, mark diacritically, define, and explain briefly. Make a drawing or drawings to illustrate each word. Alphabetize words into a booklet. Index words giving page number for a quick reference book.
35. A scrapbook could be made. Keep such things as newspaper daily weather forecasts, headline news from the paper about storm damage etc. Pictures from the paper and magazines or weather and how it as affected various things, people, places, etc.
36. Produce a Telstar T.V. show coming from a country you are studying in social studies. Report information about the kinds of work people do in a European country, India (for example), etc.
37. Have guest speakers from armed forces or knowledgeable persons who can tell about the space program, its contributions to society, goals, career possibilities, and the preparation we can begin now if interested.

38. Have a panel on "Password" to acquaint pupils with terminology of space.

39. Ask mothers who hire babysitters to visit the class. Have them tell what they expect of a babysitter.

40. Develop the health occupations of those in your own community. Bring in resource people. A doctor, your school nurse, a veterinarian, a dietician, etc. From these reports or talks lessons in general health care of pets, etc., could be developed in science and English classes.

(H) Language Arts

41. Read books about famous musicians of the past and those of the present. Make book reports to the class.

42. Choose a simple opera. Make puppets and obtain records of the opera. A stage could be constructed. Assign jobs such as director, costumes, etc. Present opera to other classes.

BEHAVIORAL OBJECTIVES
Grade Five

By the end of the school year:

1. 80% of the children will show some knowledge of the work his parents do by interviewing and completing a class prepared written interview.
2. 80% of the children will demonstrate their knowledge of job interdependence by his ability to construct a diagram of a job family.
3. 75% of the children will become involved with technical activities by planning and participating in setting up and operating, a company, an assembly line, selling stock, buying material to work with, and selling end product.
4. By participating in a classroom assembly line for a period of not less than 15 minutes. 85% of the children will demonstrate the interdependence of jobs.
5. 95% of the children will have completed a notebook of jobs and their qualifications held at the community, state and national levels. He will do research of not less than ten jobs.
6. 85% of the students will list at least four jobs that existed when their grandparents were young that no longer exist now.
7. 80% of the children will have the job of collecting for school store order, keeping books and making deliveries for the rest of the class to familiarize them with the duties of a bookkeeper.

8. 85% of the children will demonstrate that all work is important through role-playing, or written composition.
9. 85% of the children will list ten jobs that an elementary grade education will satisfy.
10. 85% of the children will list ten jobs for which a high school education will be necessary.
11. 85% of the children will list ten jobs which require a college education.
12. 75% of the children will make a diagram or poster showing the relationship between school subjects and an occupation.

Activities for Getting Acquainted and Preparing to Work Together

1. To get acquainted with each other the children will make proper introductions.
2. The children will learn the names and duties of the faculty, administrative, personnel, cafeteria workers, and custodians through introductions and interviews.
3. The children will find out what is required for an interview by reading, talking with parents and teachers, preparing questions for an interview, and by interviewing parents.
4. The children will stage a mock interview. Record and discuss ways of improving the interview.
5. The children will draw cartoons for proper dress and improper dress for an interview or on the job.
6. The pupils who are chosen will help make a video tape of school family jobs. (Our School Family)

7. Children will take pictures and make slides by taking the camera home and letting parents take pictures of their jobs and duties.
8. Children will discuss with the teacher the jobs available to students throughout the school year and the job requirements.
9. The student will fill out an application for the school job of his interest.
10. The pupil will go to the guidance counselor for an interview for his job.
11. The children will help establish classroom standards and help select room helpers.
12. The children will discuss ways in which cooperative working helps the family have more leisure time.
13. The children will tell what they do at home to help their family and why it is important to do a job at home.
14. The children will make a list of jobs they could do at home.
15. The children will play a game "Who Am I?" by telling some important things they do and let the others guess who it is.

Getting Acquainted With the United States--Activities

1. The children will plan a trip through the New England States by pretending to run a travel agency. They will write about the places they will visit, compute the expenses, and list the specific jobs they will encounter. We will invite a speaker to talk.
2. Each child will keep a notebook of not less than 25 different jobs they will find out about. Included in the notebook will be their parents jobs; how people are trained for various jobs today;

how the local newspaper and the Yellow Pages are helpful to someone looking for a job. They will include pictures or drawings of tools and farm implements used in the colonies that are no longer used today, and write about the places they will visit on their imaginary trip.

3. Through class discussion contrast training and apprenticeship in an industry in colonial times by listing 10 jobs that existed in your grandparents time that no longer exist today, and tell how automation has helped or hindered jobs.
4. The children will depict through role playing jobs of colonial days and jobs of today. Resource people will be invited to demonstrate colonial skills.
5. The children will study about early leaders of colonial days to show what they actually did to make a living. Example: Paul Revere a silver smith.
6. The children will make charts showing different job families.
7. The children will set up a company and make a product using an assembly line, selling shares or stocks, buying materials, selling product made and keeping a log of the activities so that they may look back to see if they would have changed any technique.
8. The children will sell insurance on endowment plan. If present each day for a week, the child will be paid interest such as one lollipop. This activity will last one month.

9. The children will make a mural showing ways of making a living in colonial days as contrasted with jobs today. They will list ten or more jobs that are declining in importance as compared with those which are increasing in importance.
10. The children will make a dictionary of occupational terms that relates to a particular job, including meaning and pronunciation.
11. The children will hold a Professional Day in our room--students will elect mayor, councilman, chief of police, and deputy sheriff. Invite the Mayor of Bel Air to speak about his job and eat lunch with the children.
12. The children will discuss how industry leads to other jobs, and the decisions necessary for good government, how school subjects will lead to future jobs, and why jobs change.
13. The children will make an alphabet story for different jobs. Begin with A and try to use every letter in the alphabet and make an important statement about each job. Example: A is for astronaut who explores the moon.
14. The children will locate on a map the major businesses of Harford County.
15. The children will survey the yellow pages to see that many businesses either serve other businesses or they serve consumers.

THE SOCIETY SCHOOL

George Richmond
Director of the Society School
Harvard University

Very little of what students do in school connects them to modern economic, political and social experience. High school and, for that matter, college graduates enter the occupational structure with few skills, with a fragmented understanding of the significance of employment to their lives, and with only the slightest inkling of the opportunities available to them or of the talents they might offer employers. From a political perspective, graduates are almost as bad off. Their exposure to political democracy by the age of twenty doesn't begin to compete with their extensive experience with non-participatory forms of governance. If we agree that students learn more from the medium of school, than they learn from the messages of its curriculum, then we cannot help but conclude that schools, with their highly centralized bureaucracies, unwittingly serve interests directly contrary to stated national political purpose.

This critique extends to the social realm as well. Most school graduates have only the barest prescriptive and moral notions about law and the legal process. Schools tend to stress normative rather than actual workings of the social system. Few students understand how agencies of government operate or why proposed alternatives to current social processes encounter so much difficulty. Even fewer understand how courts work or how other social agencies operate unless, of course, they happen to come in contact with these agencies in connection with some misfortune. This project proceeds from the premise that economic, political, and social process can be made visible through society building, and that a plausible career program will regard the unlocking of occupational mysteries as its mission.

To accomplish this aim, making modern occupational experience available to elementary and secondary school children, we must attack the problem on several fronts. First, we must make an energetic effort to develop a career program within the framework of the Society School process. Second, we must begin training teachers in occupations and in the use of the career programs we develop. We must do both so we can have something concrete to offer students and school personnel. Third, we must seek and get school districts to experiment with society schooling, that is, to use our materials, our personnel and our experience.

Each of these thrusts recognizes the following truths about American education. First, few teachers have experiences with law, housing, banking, business, government, city planning, medicine, or any other field outside education. It therefore isn't very surprising to find few if any teachers qualified to initiate career programs in classrooms or in schools. Second, no school, even where career training occurs, offers students a variety of occupational experiences. Without that variety how can we expect them to make informed career choices?. Worse, most existing career programs ask their clients to be satisfied with the old information input-information output production model of learning. In the end, career programs teach very little that is useful or interesting. A complete career program must supply students with a career process as well as with a career information system.

Third, career programs even where they are offered usually link students to blue collar jobs which are and will continue to be in short supply. It makes much better sense to connect students to professional and service industry experiences. Both areas boast the highest growth rate in the economy and both are the least well conceptualized in terms of career pathways by parents and teachers. Also, professional and service industry occupational experiences require the least capital investment in terms of replicating the career process in school. To be more specific, career programs do not exist in elementary or in secondary schools in any of the following areas: housing, construction, banking, law enforcement, social work, teaching, public administration, business, architecture, real estate, engineering, or accounting. Yet, these are precisely the areas where future employment opportunities will be harvested.

We don't mean to suggest that students ought to be programmed for careers from the time they begin grammar school. We do, however, urge educators to grant children an intimate exposure to a variety of professions while they attend school. That urging is prompted by the belief that human beings actualize themselves through their work, and that positive self concepts are formed in response to needs individuals perceive in their immediate environment. It is prompted furthermore by a belief that learning to respond, to initiate, to lead, and to organize comes closer to the career process and its objectives than the automatic mastery of some skill. To say it more pointedly, society building builds personal identity, personal identity is a requirement of a healthy self concept, and a healthy self concept should be the property of every individual who gets involved in building tomorrow's society. The health we are speaking of cannot be obtained through an education process wedded to industrial routines. However, it can be found in students who learn to respond to intricate patterns of an intricate micro-society.

Still, no career program can have the impact it should unless it links an ideology of work with an ideology of competence. Both must connect labor with income, competence with work, and work with mental well being. Such connections run counter to a trend in recent years that applauds those who milk the economic system with the least effort. In due course, I see this applause turning to howls. When this happens, people may once again esteem the value of purposeful work, value income earned from labor, and respect competence. In an extension of this logic, they will recognize the high psychological cost of getting something for nothing. In other words, any career education program must operate from the premise that psychological health, mental pleasure, and personal satisfaction provide the rationale for work.

The theme for the third Demonstration Workshop was "School-Community-Industry Linkages." This workshop stressed the idea that neither students nor educators can learn what they need to know about work and the relationship between education and work by insulating themselves from the real world outside education. The need for close relations between schools, community institutions, businesses, professions, and the entire labor market is inherent in the trends of modern society, and career education can meet this urgent need.

The demonstrator at this workshop was Darryl Laramore, Sonoma County Office of Education.

CAREER EDUCATION PROGRAM

Darryl Laramore
Coordinator, Vocational Guidance
Sonoma County Office of Education
Santa Rosa, California

I. GOAL

To train teachers at all levels (elementary, junior high, high school, community college) to incorporate Career Education Concepts into their subject matter areas. Each experience should contain objectives related to the concept, to occupational information, and subject matter. Each teacher should implement at the minimum, one career education experience a month. At the junior and senior high, teachers should begin with one class rather than attempting it in each of five or six classes. (Most teachers were doing several experiences a month around the end of the year and in all of their classes.)

II. STEPS IN PROGRAM DEVELOPMENT

A. The use of para-professionals (career education specialists), whose duties are to: a) creatively contribute on ways in which career education concepts could be incorporated into the subject matter at different grade levels; b) help teachers locate resource people from the community to implement their career education experiences in the classroom; c) take small investigative teams of students to locations which would contain relevant materials for career education; d) use cameras and tape recorders to help record information about different work sites; e) train students to use slide cameras and tape recorders to develop reports that can be shared with other members of their classes; f) write reports on each experience and take a series of slides which can be used by other teachers in developing their career education curriculums; g) talk to community groups on the aspects of career education.

B. The training of teachers through a series of inservice days to work as a team to help each other develop career education experiences with the help of career education specialists (see A above) and community resources. (These teams are made up of four or five teachers, a career education specialist, and sometimes a student. The teachers represent different grade levels at elementary school and subject matter areas at junior and senior high school and community college.)

C. To use these teachers then as consultants to other schools to aid other staffs to develop career education experiences for their particular subject matter or grade levels.

D. To collect written reports on each one of the experiences so these can be used to stimulate other teacher groups to develop their own programs.

E. Teachers at each inservice meeting are provided some stimulation on how they can create career education experiences and then they are allowed time to plan their particular program for the coming month. Totally, there are seven inservice days throughout the year.

III. EXAMPLE OF EXPERIENCES AT EACH LEVEL

Following is a description of one career education experience at each of the levels (elementary, junior high, senior high). The project began October 1, 1971.

Totally, there have been over 400 experiences developed to date. These experiences are reported on the planning and evaluation form, and each has with it a series of several slides that will help other teachers get the idea of what the experience was. These reports are designed not to be used exactly as they are written in other schools, but to act as stimuli for other schools to develop their own programs. It is a basic philosophy of the project that staffs must develop their own program, but that what other schools are doing can act as a stimuli for them to develop their own career education experiences.

A. Elementary Level

1. The teacher, Mr. Steneck, along with the Career Education Specialist, Gretchen Barbour, and the Director, as well as other teachers determined that the sixth grade class appeared to be very interested in pets. Therefore, each student in the classroom was given a slide camera that they were to take home and take four pictures of their pet (another's pet could be substituted). These slides were developed and the students then were able to show other students in the classroom the picture of their pet.

2. The Career Education Specialist and the teacher then designed a series of experiences related to this. On one day, the Career Education Specialist (para-professional) took a small investigative team of five students to a pet store where they interviewed the people working in the pet store, took slides of different tasks and recorded information that they received in terms of what does the person do, what kinds of skills does he need, what kind of person does he have to be. This investigative team then came back to the classroom, recorded the session where they discussed what happened in the pet store, and presented this to the entire class. The rest of that week, the students in the class did spelling related to this experience, reading related to this experience, math related to this experience, and social studies related to this experience.
3. On a subsequent week, another team of five students went to a pet food factory, where they went through the same process and brought this back to the classroom. Subsequent classroom subject matter areas were incorporated around this experience during that week.
4. A third investigative team went to a veterinarian's office where they saw an operation and took pictures and recorded the information and took it back into the classroom.

5. On a fourth week a horse trainer came in and described his job. An investigative team went out and visited his ranch and then came back into the classroom.
6. Another investigative team went to the SPCA and went through the same procedure.
7. At the end of that week they came back with all these experiences and discussed the kinds of people that went into animal care kinds of occupations, the interrelationship between the occupations, and the kinds of satisfaction that people who work in these occupations had. The students were extremely interested and appeared to learn subject matter areas more enthusiastically than they had in the past. A subsequent experience after the first of the year will be doing a series of experiences in the area of people care, and at the end of these they will begin to discuss the differences between people who go into people care versus those who go into animal care.

A series of slides and a tape recording of these discussions are available for other teachers to hear and see so that they can perhaps devise an experience of their own.

B. Junior High

In this experience, two teachers, one a math teacher and one an English teacher collaborated with the Career Education Specialist to devise this program. The Career Education Specialist is Cece Cunningham, the English teacher is Beverly

Crawford, and the math teacher is Fred Garrison. The experience began in math class with the students discussing occupations available in the banking industry.

1. A manager of a local bank came into the class and discussed the different kinds of job opportunities that are available in the banking industry, and the kinds of problems that face workers in this industry. The students then wrote checks and did simulative activities related to the banking industry.
2. An investigative team of the students went to the bank, took pictures of different job stations and again recorded with a tape recorder, interviews with specific people in the banking industry. Math classes for the next two weeks related to the kinds of math problems that were prevalent in the banking industry.
3. The class decided that another experience related to banking would be that of buying something utilizing a loan received through the bank. Therefore, the class decided they would buy a car. A car dealer came into the classroom and explained his job. He then gave them the kinds of problems that were related to the car sale business. An investigative team went to the car lot and looked over the cars and went through the process of writing out a contract for a loan.

4. Another team of students who had not previously been to the bank went to the bank to see whether they could borrow money to buy the car. Again all math activities in the classroom centered around these two activities. A car was eventually bought and a contract was written so the students would understand what kinds of problems were related to buying the car, such as the bluebook cost, interest rate, monthly payments, interest, etc.

5. The same group of students are in Mrs. Crawford's English class. The English class. The English class decided that they would write a play around their experiences in the banking and the auto sales experience. They devised their own loan company, Easy Going and Hardnose Building and Loan. They wrote the script, they used sound effects, music, made costumes, had a film crew, sound crew, and took a series of slides of this particular experience. The script of both the actual visit to the industries and the play were available for the class to look at and also was available for parents to see. It was reported by both teachers that there was a great deal of parent interest revolving around this experience. Two of the parents who were in the process of buying a car decided to let their child who had taken part in this experience go through the process of finding which car they thought was the best deal, and what kind of loan

they should get to pay for it. Assignments in the English class for the next few weeks were related to this particular play writing type of activity.

C. Senior High

The Career Education Specialist, Mr. Jack Geary, took two students from each of the six classes that were represented at the high school: social studies, two English teachers, math, business education, and special education. He, with these teachers, worked up a commuter experience. The students would take cameras and tape recorders, leave Santa Rosa (which is a bedroom community for San Francisco), ride a commuter bus at 6:30 in the morning, and interview people going to the City as to their life style. After entering the City, they simulated a day's work by having a tour of the Bank of America World Headquarters and a tour of the financial district. At five o'clock, they got on the return commuter bus and rode back to Santa Rosa, again interviewing people on the way back as to their life style and its relationship to their job in San Francisco. The two students representing each class went back into the classroom, related their experience to the students in that classroom, showed the pictures and played the recording. In each one of the classrooms the assignments were related to this experience; i.e., the English class had assignments related to this, the social studies class had experiences related to this, the math class, etc. These are examples of three experiences which were developed by teachers in the project schools. It is felt that this program has not only influenced the teachers and students directly related to the project, but has influenced other teachers and students in the school and other schools in the County and in surrounding counties. When schools ask to have copies of our experiences, we are definite to point out that these are not to be used per se, but they are used to stimulate teachers to develop their own experiences which would be relevant for their students in their particular schools. Again, the philosophy is that it is necessary for teachers to become involved in developing their own programs and that schools must give them time to develop their programs.

The fourth workshop was "Preparing Teachers to Implement Career Development Concepts." If elementary teachers are to help students develop a meaningful set of work values, then the teachers themselves need to develop and clarify their own set of work values. Teachers should think of work as a way of meeting one's feeling of self worth. Teachers and students must realize that when one chooses an occupation, he is not only choosing a job but a whole life-style. Finally, it was stressed that there is no one best way to implement career education programs in the elementary schools, but in-service programs conducted by state departments of education and by local school districts have been most successful in the past. All in-service programs, however, should be based on the educational needs of the learners in the school district, the needs of the working communities surrounding these schools, and the creative endeavor of teachers, counselors, and administrators working together to initiate a career education program.

CAREER DEVELOPMENT EDUCATION
Anne Arundel County Pilot Project

Robert V. Jervis
Coordinator: Career Education Center
Anne Arundel County Public Schools
Baltimore, Maryland

Anne Arundel County, one of the largest counties in Maryland, encompasses an area of 458 square miles. Its population is engaged in a variety of occupations ranging from agriculture to highly developed industry. Therefore the county's 77 elementary and 18 secondary schools have been faced with the challenge of meeting the needs of both an urban and rural society. With these needs in mind Dr. Edward J. Anderson, Superintendent of Schools, recommended the formation of a task force to develop a curriculum for career education which would meet the needs of the total school population. As a result, in September, 1970 a task force of teachers and counselors, representing a variety of disciplines and levels, was granted a leave of absence from their positions for the purpose of researching and developing a relevant program for Career Education.

The task force began work by researching and compiling data necessary for their orientation to the development of the career curriculum. Following the orientation and research period, the task force identified five key concepts vital to career development education - self, society, technology, economics, and career. Each concept was developed into a conceptual statement.

Self - Self understanding is vital to career decision and work performance

Society - Society reflects the creative force of work

Technology - Man and technology are continually interacting in his work

Economics - Man's livelihood depends upon the production, distribution and consumption of goods and services

Career - Career education prepares man for the world of work

Each key concept is supported by a number of subconcepts. Let's look at the concept of "Self" to see its division into subconcepts. The curriculum K-12 is organized on four levels: K-2, 3-5,6-8 and 9-12. For each level, there are behavioral objectives to clarify each subconcept. The behavioral objectives are followed by suggested student activities.

Once the curriculum was finalized, it was piloted in the Brooklyn Park area and at Corkran Junior High School and now has expanded to include 10 additional elementary schools and two additional secondary schools.

Six members of the original task force were assigned to the area as resource teachers. The team is headed by an intern in supervision as coordinator.

Prior to the opening of school each September, a workshop is held for selected teachers from the participating elementary and secondary schools.

The first part of the workshop is spent in orienting teachers to the philosophy and development of the career education curriculum and in building a working knowledge of concepts, subconcepts and behavioral objectives. Teachers then begin to examine their own curricula to see where the career concepts could best be inserted. With this done they could begin creating materials and building instructional packages which would integrate the career education concepts into their content areas.

Another workshop is held with elementary teachers to acquaint them with the Career Technology program. The teachers are shown how technology activities can be incorporated into the elementary career curriculum. They are given the opportunity to develop an understanding of and skills in using the tools and materials by constructing a project of their own.

The technology activities in the elementary schools are supervised by the teachers who attend this workshop. They then have the skill and training to become liaison people in their schools to aid in training other staff members.

Most teachers involved in the program have found that career education activities have become a natural part of their teaching and that by building the career concepts into their lesson plans, their teaching has become more relevant.

Let's look at some of the career activities that teachers have incorporated into their units.

Resource people have given students first hand information about jobs as well as stimulating other learning experiences. A merchant marine talked to a group of 4th grade students who had studied the importance of the ocean and the bay on Maryland's industry. After studying the unit on community workers, a fireman gave a first grade class an opportunity to meet one of their community helpers. A sixth grade class used the services of a nurse as a part of a science unit to find out more about the health occupations.

There is little doubt that the many resource people in the community have become a part of the learning process and have enjoyed the opportunity to come into the classroom. However, when this was not possible, many students have gone into the community to see workers at their job.

A standard follow-up activity after a visit is the writing of thank-you letters in their language arts class.

Once students have heard or seen workers on the job, they're eager to find out more about work. A fourth grade teacher worked with interviewing techniques in her language arts class. She felt this activity would be an excellent way of implementing the career objective "The student will identify and discuss how an individual may obtain personal satisfaction from his occupation." The teacher wrote a learning package on interviews. After a questionnaire was devised by a small group of students, the class began interviewing their parents and friends to determine how they receive satisfaction from their jobs.

As students begin to learn about jobs, role playing becomes a way of illustrating what they have learned. This activity was an outgrowth of individualized reading in which students wanted to learn more about the work of a baker. A first grade class, through creative dance, illustrated the physical aspects of jobs of their community helpers.

Other students have played the role of a newspaper reporter, nurses, and veternarians. These career related activities are carefully built into the regular classroom teaching.

Another way of presenting the career aspect of a unit is through the use of games. Through careful planning, such games as To Tell the Truth, Hollywood Squares, and Jeopardy, have been used to bring out the career concepts in a particular unit. The Jeopardy game was able to touch upon all five concepts in the career education curriculum. Commercially bought games such as Monopoly have been used in the area of economics.

Elementary schools are familiar with the use of learning stations. This approach is invaluable as one station can be devoted to the career implications of a unit or all stations can have some career concept worked into it. For example, this foods unit dealt with jobs related to the food industry as well as the economic concept of budgeting.

In the schools where career concepts are emphasized there is seldom a lack of evidence that students are being made aware of the world of work. Displays and bulletin boards are one means of relating the career concepts to teaching units. This career tree has been used in several units because it illustrates jobs students are interested in and would like to investigate further.

This display was set up as a road along which a student could travel searching for information about jobs.

However, some students prefer to illustrate information they have learned about jobs through cartoons and drawings. For example the talents of these students were brought out in their English unit in that each student made a replica of a worker they had written about.

Other students enjoyed working with their hands in making collages representing workers and job settings of workers they had read about.

As students simulate work situations there is emphasis on responsibility which is a part of a work setting.

A popular activity among the students is the creation of diaramas showing how they would see themselves in a particular work setting. Learning about their likes and dislikes becomes more apparent in this way. The same kind of thing can be done with puppets as students express themselves through the device of puppetry.

Often the career oriented teaching simply gives students an opportunity to explore on their own those things that appeal to them. These students need an opportunity to explore in their leisure time.

It should be remembered that career education is more than just job awareness. Equally important is the work being done by teachers in developing attitudes and behaviors for work. Such concepts as honesty, responsibility, fairness, trust, and respect are a vital part of the career education program and should be stressed as often as learning about the jobs themselves.

The activities just seen can be done by any teacher in any classroom situation. However some teachers are prepared to expand their teaching to include more involved activities. Career technology is an activity oriented elementary program relating the world of technology to regular classroom instruction. The emphasis is on basic industrial arts skills but activities are related to career objectives.

For example, three groups of second grade children studied houses in their science and social studies classes. The homes of the Indian, Eskimo and the American were selected for detailed study. The children studied the careers of workers involved in building a house. The architect and draftsman were studied by looking at blueprints and tools. Each child had an opportunity to make his own drawing into a blue print. The cement masons career was made more meaningful by engaging in the making of their own miniature concrete blocks. The work of carpenters, painters, plumbers and electricians became more relevant as the children used tools and materials to construct a tepee, igloo and a frame house.

Another example of a technology activity done by students has been the building of abacuses and fraction boards for use in their math classes. Another group of students built models of their favorite community helpers. After learning the correct way to use hammers and nails, kindergarten children used their imaginations in creating airplanes, boats, houses and other items from small pieces of lumber.

Often career education concepts provide a framework for a team teaching unit involving several teachers and several content areas. For example the unit "Our Company" involved the social studies, math, English, art and physical education teachers at the fifth grade level.

The unit developed from social studies in which students studied how a company is formed. Each of the three fifth grade classes decided to form a company and to manufacture an indoor putting game.

The social studies teacher was involved in organizaing the company and defining job responsibilities, while the math teacher handled the financial aspects of the company, such as profit and loss, and stocks. In their language arts class the students read about companies and how they operated, while certain selected students learned the skills of the secretary and developed typing skills as part of their language arts class. They also learned the art of advertising, and the art teacher helped in the creation of posters. For relaxation many of the students participated in the company bowling league set up by the physical education teacher.

Once the company was operational, the product was mass produced in the technology center. Here students not only learned the basic industrial arts skills but also how these skills are put to use in the production of a product. They learned that quality affected the success of a business. As they began to sell their product, the students had first hand experience in understanding the concept of supply and demand and found they had to adjust their prices accordingly. This type of activity not only motivates students to learn basic content skills but gives them an opportunity to interact with their classmates in a realistic work situation.

This company was fortunate to be able to call upon the skills of students involved in another career related program in operation. The elementary language arts typing program teaches basic language arts skills while students are learning a basic skill useful in the world of work. Fifth graders learn to type by using the Automated Instructional Film Loops and have a basic typing skill at the end of six weeks. This typing skill then becomes a means of developing the basic skills in grammar, spelling, punctuation, capitalization and others.

Those schools which have access to television and receive Channel 67 have a unique opportunity to become exposed to several job clusters and to use it as a basis for further exploration "Calling Careers" is a 20 minute program presented five times a week. Each week's telecast is devoted to a different career area, such as the communication industry, the construction industry, manufacturing and others.

Sometimes a practical approach to career education can lead into worthwhile classroom activities. For example those students desiring basic sewing skills can be lead to explore the opportunities available in this particular field. They can also use these skills to create projects illustrating their social studies unit. For example in preparation for a play depicting the early history of Maryland, students made use of their sewing skills to create costumes of the period.

Although numerous activities have been suggested for introducing career concepts into classroom instruction, it is important to realize that these activities need to be carefully worked into an organized unit. The most useful device for doing this is the instructional package. An instructional package is a set of teaching learning materials designed to teach a single concept. It can be used as an aid in individualizing instruction. An effort is now being made to create a prototype instructional package for each grade level and content area. Teachers can use this prototype package as a model to build their own career related units.

Thus, as students begin to explore the world of work and to examine their own self characteristics, school takes on new meaning for them. Teachers are finding a renewed interest in what they are teaching and have found that it is not difficult to show the relationship between their content and its usefulness.

The structure of the Conference was to have a demonstration each day presenting a central theme in career education. After the demonstration the participants divided into discussion groups to discuss the central theme of the demonstration and to elicit curriculum ideas. A facilitator in each group lead the discussion and a graduate student in education at Harvard University or interns assigned to Massachusetts State Department of Education recorded the proceedings of each group. After the completion of the conference the recorder wrote summary reports that follow for the different discussion groups.

Discussion Group I	Facilitator: Recorder: L.H. Sallada
Discussion Group II	Facilitator: Nancy Pinson Recorder: Michael S. McCauley
Discussion Group III	Facilitator: Recorder: Susan Marks
Discussion Group IV	Facilitator: Phil Tardanico Recorder: Karen Kobrosky
Discussion Group V	Facilitator: Darryl Larimore Recorder: Marilyn A. Carrington
Discussion Group VI	Facilitator: Tim Carroll Recorder: Sally Seymour
Discussion Group VII	Facilitator: Midge Smith Recorder: James Adams

DISCUSSION GROUP I

The major concept discussed in the first session was all jobs contribute to society. The group decided that occupations have life styles as well as socio-economic styles that can be discerned by driving through a neighborhood. All agreed that values and attitudes toward work started in the home and family.

The group pointed out that teachers should not teach children that life style relates to occupations, but rather life and style of life are affected by occupation - e.g. a mother on late night-shift alters the family life style.

How do you implement this concept into the curriculum? Using films and slides is one way. The students could examine their own family situation and invite members of their families to school to explain their work and work values. Role playing is another technique. Making a student aware of himself is important. Identifying student interests is also important, but caution should be observed not to channel students into one area, but provide a variety of experiences.

In the first part of the session on teaching academic subjects in a career education framework the group discussed the strategy for enfusing career education concepts into the curriculum of their schools. With the exception of the Arizona participant it appeared from the general comments, that most of the members of the group had not been actively involved with the implementation of career education concepts. Even after the first day-and-a-half presentation many of them still did not understand the theory behind the effort, nor how to go about implementing the concepts. As a general observation, these individuals could benefit from spending some time in a local school system near their residence, working with a system that was attempting to implement career education concepts.

Several of the uncommitted did flag a major concept problem in the beginning of the session. There was a strong consensus that the concept, "Educational experiences should lead to a marketable or saleable skill", was being met with hostility among elementary school teachers and administrators on theoretical and philosophical grounds. Some teachers feel this orientation to productivity rather than concern for the total personal development of children might foster drop-outs. The attitude of the student would be, "I have a skill that will allow me to make money, why go any further with my education." This school of criticism believes that education should prepare a child for a world of change, not just his cognitive resources but his full set of personal resources upon which his cognitive ability ultimately depends. They feel that, education should not so much prepare a child for a vocation, but prepare him to learn and to change and to grow to adjust in a changing society.

The Arizona participant did not feel the career education effort conflicted with the basic goals of education, but rather facilitated current objectives of education and that the problem was one of semantics. He further pointed out that if you are having problems with the terminology then change it.

The Texas participant wanted to know if the direction of the elementary school curriculum should move towards structuring career education along the lines of the Florida experience, (FAIS). Arizona pointed out that it was also the trend in his state and that they had thirty-two objectives set by a state task force. School district projects are evaluated and measured against the state objectives. The New Jersey participant pointed out that it was illegal for state authorities to compel local schools to adopt career education concepts, since curriculum is the responsibility of the local district. In New Jersey the state education authorities (SEA) could only provide guidance by suggesting concepts, but not dictate a plan for the local district to carry out. You could set state goals, but they are usually so broad anything could fit under them, and even if they were more specific about career education it would be up to the local districts to determine whether they wanted to follow them. The Arizona participant voted that they recently had a district that noted not to follow the state goals. The Illinois participant pointed out that they had state goals for career education, but no model program. The group agreed that the teacher was the best source for developing the career education programs and that this effort would never be limited to a specific curriculum. Some of the commercial materials would be helpful, but it was the ingenuity, creativity and resourcefulness of the teacher that was going to make the difference.

The participant from Arizona pointed out that when they first started out everyone was behind the general concepts of career education, but the state education authorities found the needs were not as great in some areas of the state, so they started the process of needs accessment - studying community goals in comparison to current state goals. The entire community, parents, teachers and administrators are involved in this needs accessment and setting of goals for the community. The committees consist of about fifteen people, and they design model projects for implementing career education into the student's educational experience.

The second part of the session evolved into role playing with the participants functioning as fifth grade teachers and outside consultants to a school system concerned with relating academic subjects of the basic communications and computational skills to the world of work. They used a mythical community where paper-making was the major industry and source of work for the local population. At this point they agreed to try to follow the format in the book Career Education and the Elementary School Teacher.

I. Major Concepts:

  a. Participation is essential to learning

  b. Basic education is essential to any job

  c. Children's involvement is essential

II. Objectives

a. To teach communications and math skills in the context of the pulp and paper industry experience

b. Plan would be developed by group consisting of students, teachers, and other resource people from outside

III. Preparation Required

a. Students called together with teacher who acts as facilitator to help develop objectives and guidelines for procedure

b. Students assume initial tasks to get further information for planning, which includes a sight visit to pulp and paper industry by students

c. Parents of students along with resource people from pulp and paper industry are brought into help in the planning of future activity

Breaking away from the confines of the book format, at this point the SEA participants discussed how to determine the level of detail needed for the student's guidelines. The participants felt it would depend on the level of readiness of the various students involved. Such problems at a diversity of student reading levels would have to be considered.

The participant from Texas felt that in planning a teacher should adopt successful practices to the career education effort. For example, the IGE, Individually Guided Education structure, could be used to help foster the career education planning effort. It is a successful technique that individualizes instructions. The SEA participants also discussed division of labor among students based on their various abilities, deficiencies, and grade level in reading and computation. The Texas representative proposed that the Diagnostic Reading program should be linked to the career education experience by having the teacher search through a reading material index to find reading exercises about paper mills. The Arizona representative proposed using the state bibliography of all career educational materials that has been produced. The teacher who was attempting to infuse career education into their math instruction could have the research assistant at the State Department of Education search the card files and shake out these units on paper, math, and communication. There is a deck of cards which the state research unit personnel put a pin through and shake out the relevant information which might be five units on the subjects that the teacher is trying to teach.

The New Jersey representative pointed out that the IMC (Instructional Materials Center) personnel in her school could find the library materials and audio visual equipment that might be used in this teaching exercise. She pointed out that the IMC staff is a good resource person for the teacher.

The group turned to discussing the problem of the student who indicates dissatisfaction over procedure - using the example of a student who indicates he wants to be a mechanic and needs math skills but doesn't need communication skills. At this point the teacher might draw on a resource person from the pulp and paper mill to come in and explain how a mechanic communicates. As the experience evolves the students may wish to break up into smaller groups to study the kinds of computational or communication problems faced by the various workers in the paper industry, i.e., the mechanic, chemist, plant manager, laborer, etc.

The group again emphasized that the curriculum was not transferable and teachers would have to draw on the community resources in their particular area. One example mentioned was a teacher who involved Kodak in helping the students learn to use camera equipment and to process film.

At this point the group broke up agreeing that there would have to be continuity in the career education program as the student matriculated through the elementary school experience.

In attempting to describe methods for utilizing community resources people, i.e., the butcher, the baker, the candlestick maker - in the career education effort, one of the conference groups of State Education Administrators (SEA) indicated that elementary school teachers should strive to involve the students in identifying the objectives and the occupational learning environments for the project.

After this initial exercise the teachers and students next task was to try to involve the parents in further planning sessions. One of the SEA's pointed out that the experience with parental involvement in its Head Start program in Maine initially presented problems for the teachers. Parents with educational deficiencies were embarrassed and reluctant to participate. Nevertheless, this situation was overcome by the teachers finding a common medium for interaction - in one case a Maine teacher used the camera as the medium. The student project was filming their parents and relatives at work and developing a script to describe the pictures of family members performing their functions in an occupational setting. The children gave presentations on the significance and importance of the occupation to the community. The material was also displayed on bulletin boards and presented to other classes, so that the children could learn about a variety of occupations and working conditions.

This experience was followed up with visitations to some of the institutions where the children's parents were employed. The children's parents helped arrange the tours of the various factories, professional offices, and business establishments. Using tape recorders the children, teacher, and parents also staged interview sessions with community resource people. A library on the various occupational interviews was organized so the children could replay them. The teacher, parents, and children also developed games and skits on occupational identification, i.e., the format of the game twenty questions.

Another teacher tactic for encouraging parental involvement in the career education effort was to stage a learning experience on neutral territory, i.e., museums, planetariums, aboretums, etc.

The SEA participant from Connecticut said that one of the rural schools in their state solved the problem of parental involvement of the disadvantaged by identifying a basic community need and meeting it on the school premises or at some other public facility. In this case there was no public laundromat, and since many of the local people were too poor to buy their own equipment the administration permitted installation of washing machines and dryers in an unused section of the basement of the school. With the addition of a television, tables, and chairs it soon became a community center.

Another school-community linkage concept developed by the participants was student career identification through association with professionals, i.e., doctors, lawyers, dentists, plumbers, carpenters. The teacher establishes an index of community resource professionals willing to take a student for a day in order to provide him with a real life career experience.

Project IN in Philadelphia is based on this concept, and it has been successful in a number of other cities and states. A final concept that emerged from this discussion group was the need to involve community elderly with children. In Florida the schools have experimented with using school busses to transport the elderly to shopping centers in order to purchase groceries and other supplies.

Children and teachers use the opportunity to discuss nutritional content of food, and how to plan balanced meals for a week. The older people also come to the school and help in the library with cataloging; or those with former teaching experience help children with basic reading problems. The elderly along with other parents are also used to promote leadership skills among parents who don't know how to help their children become familiar with occupational opportunities and the responsibilities of the world of work.

DISCUSSION GROUP II

Home-Family Linkage to Career Education at the Elementary Level

The facilitator, Nancy Pinson, started the meeting by asking the group to select a concept from Career Education and the Elementary School Teacher which it felt could be developed into specific projects and activities useful in linking the home and family to career education in the school. The concept selected for discussion for this meeting was concept six on page 41 of the book: "Work provides opportunities for one to enhance his dignity and worth." The following is an outline of specific activities which the group discussed around this central concept.

1. Activity: The teacher asks the student to describe one person outside his own family who is proud of his work.
   Objective: to make the student perceive that work relates to feelings of pride and utility.
   Variations: Teacher asks: "Tell me two things which you do well." Or have the student tell what his parents, the teacher, other students do well.
   Evidence: Teacher provides a checklist of things the students do well -- i.e. which of their activities elicit praise from others.

2. Activity: Have the student demonstrate a hobby in the classroom.

   Objective: to display projects of achievement and develop a sense of pride and worth.

3. Activity: Teacher asks student to do something in class: e.g. to paint a chair, finish a bulletin board.

   Objective: to elicit a feeling of accomplishment and pride.

4. Activity: Teacher asks student how he feels when he does something well.

   Variation: Teacher shows a picture of a smiling face and asks what might the person have done to be smiling like that.

The group then went on to discuss the problem of transferring a student's awareness of this concept (dignity and worth of work) to the home and family, to involve his parents and siblings in his educational process. The following list of activities was suggested by the group to further this goal.

1. Have the teacher talk directly to the parents.
2. Have the teacher talk directly to the siblings of student and encourage them to help student with his hobbies and projects.
3. Give student work to do and send home good, not only poor papers.

4. Have student interview his parents about their jobs and interests.
5. Ask student to make a checklist of things he does which elicits praise from parents.
6. Teacher has class form an "inner and outer" circle. As the two circles move around and stop, the students facing each other ask each other about the things they do well -- hobbies, jobs, sports, etc. The goal of this is to develop a sense of pride in what the students do well.
7. Teacher asks the students to make up a list of jobs and activities which they like. Then teacher has the students go home and check off the same list regarding the preference of the father, the mother, and relatives. The objective of this is to show how values systems are interdependent.

The meeting ended at this point.

Relating Academic Subjects to Career Education

The group decided to base its discussion around concept ten on page 43 of the book, Career Education and the Elementary School Teacher: "Every career requires some special preparation. In discussing specific activities which would be done in the classroom in order to get this concept across, the group discussed the following list of ideas.

1. Have the students create a post office in the classroom or school. The students would be faced with the problems of advance planning, figuring out a distribution and pricing system, legal details, and possible censorship issues.

   Academic skills utilized: writing, reading, math, human relations, planning.
2. Field trips -- e.g. to a production line. The students could interview workers to see which academic skills they needed to prepare for and function in their job. Then the students could write reports on their finding.
3. Small group visits with the teacher to places around the school -- e.g. a restaurant. The students could order lunch and ask questions of the waitress and staff. Skills involved would include math, social studies, writing.
4. Setting up a legal system in the class. Students could create a legal system, and then involve themselves in it as lawyers, judges, clerks, defendants, etc. Skills involved would be speaking, logic, and dramatic skills. The object of this exercise would be to show that one must develop certain skills before he can perform successfully in a job.
5. Having a class auction. Appoint some students as sellers and some as buyers. The object would be to show that the art of persuasion is something that can be developed.

6. Produce a class newspaper or TV show.

The group then discussed the philosophy behind these activities. It was felt that the major objective was to make the need for certain academic skills self-evident to the students by having them involved in "careers" in which they would have to utilize such skills.

School-Community-Industry Linkages

After Darryl Laramore's talk, several small groups discussed involvement of community and teachers in career education. The first question discussed was: "How do you utilize or involve community resources in career education?" The group came up with a list of 28 ways to do this.

1. Have speakers from the community come in and talk to classes about jobs, etc.
2. Video-tape TV shows or speeches given by community people on careers for presentation in the classroom.
3. Conduct field trips to places of business in the community.
4. Conduct student photography contests revolving around careers -- e.g. have students take pictures of people working in jobs they like.
5. Have students conduct interviews with the same kinds of people and make reports to the class.
6. Utilize retired people in the community to come and talk to classes about the work they did.

7. Create a library of available information on careers and jobs within the community.
8. Have students go through the yellow pages and want-ad sections to see the variety of careers available in the community.
9. Utilize the local Employment Security Office to give materials and make presentation about jobs to your classes.
10. Involve the parents by inviting them to speak about their jobs, or have students interview them.
11. Use simulation games, ala George Richmond, and invite local businessmen to brief students about a particular process or activity.
12. Conduct a class survey of business resources to see how they may help the schools in their career ed programs - e.g. brochures, movies, etc.
13. Do a class project such as a price comparison at local supermarkets.
14. Conduct service projects by the class, such as visiting old folks' homes.
15. Utilize college resources - e.g. have a grade school student go to class for a day with a college student.
16. Conduct a program where the student can go to work for a day with his parent.

17. Utilize industrial resources - e.g. donation of hardhats from a construction firm.
18. Involve the parents in field trips by having them accompany their children.
19. Utilize local Educational TV -- "e.g. career highlight of the week."
20. Conduct class research projects in museums and other community centers.
21. Conduct a Roving classroom in a bank, or some other center of business.
22. Have a career fair in your school - invite local businesses to participate by staffing a booth and bringing representative tools, etc. from their work.
23. Create a School-Industry Committee, composed of leaders from each sector to promote further career ed programs.
24. Try to get an industry-paid man in your school as a fulltime adviser on career ed. He could coordinate industrial relations with the schools.
25. Utilize the local police, fire and highway patrol departments in your school to talk about their jobs.
26. Have teachers discuss their jobs -- the training which is necessary, etc.
27. Utilize local civic organization, such as Kiwanis, etc. to give presentations to the class.

28. Utilize cultural and sports figures, such as athletes and actors, to come in and talk about their work to the students.

The second question discussed in this session was: "How are you, as state educational officials, going to get teachers involved in career education?"

The group identified the following groups of people who would have to be dealt with in order to accomplish the end as stated in the question:

1. State Officials
2. Community Leaders
3. Parents
4. Teachers
5. School Board Members
6. Administrators (i.e. principals)

The group then listed activities which should be undertaken in order to move each of the above groups:

1. Awareness and motivation: This was considered the major task: to "sell" the idea of career education to various power groups in the state. To do this, the group suggested area meetings with principals and local school board groups. Next, was to develop a model and a pilot program. Then invite area groups of teachers to view a successful program.

2. The group stressed the need for a re-emphasis on the fact that career education was a re-focusing process and not a total change in the system.
3. Contact with the State Teachers Colleges was stressed as being important for long-range success.
4. Delegation of responsibility: e.g. make a county educational official responsible for the development of a program in his area. This would require a prior conference or program designed to "sell" the idea to these people.
5. Incentives and motivation: push for programs in which teachers would receive "time-off" for retraining and in-service training for career education.
6. There was a brief mention of getting a commitment in budget form from the state board of education and/or from the legislature to finance the in-service training programs necessary to reach teachers.

Preparing Teachers to Implement Career Development Concepts

The final discussion session took place after Robert Jervis gave his presentation and asked the conference participants to make a list of ten priorities which would have to be done in order to get career education implemented in their states. The group composed the following list of priority actions by discussing and pooling lists they had made up individually:

1. Lobby with your peers on the staff of the State Board of Education to gain support for career education.
2. Gain a specific commitment for program dollars from the State Board of Education, along with a policy statement supporting career education.
3. Create a task force from among the state staff which will be directly responsible to the Board for carrying out the policy.
4. One individual should be appointed Director of this Task Force and should be responsible for implementation.
5. The Director should contact area leaders at the county or district level and make them responsible for implementation at the local level.
6. The Director should lobby for statewide support through conferences and discussions with school boards and influential groups in education.
7. The county or district contact men should direct a series of in-service training programs for teachers in his area to develop pilot programs in each area.
8. In-service training programs should be conducted for both teachers and principals to spread the idea through the areas.
9. A survey of community resources should be made at the local level to determine who can be relied on for support in terms of materials and human resources in the actual

classroom programs.

10. From the pilot schools, more teachers and principals should be trained until at least one teacher in each school is competent to direct a particular section of the overall career education program at the elementary level.

DISCUSSION GROUP III

Career Education in the Elementary School

The task of the first discussion group session was to discuss career education in terms of home, family, and school and develop constructive implementation ideas from the inherent concepts.

This charge was not implicit in the product of the discussion. Without defining career education its values were expounded including; the ability to make decisions, to manage resources and to develop cultural as well as self-awareness. To illustrate the latter aspect it was suggested to invite adults, family or paraprofessionals, into the classroom exposing children regularly to as many people as possible of different ages, careers, cultures, etc. Use of available human resources was agreed to be most valuable and an essential learning tool.

Adaptation to student interests and environment was stressed as criteria for implementation of any program. Two models which were described by George Love, Pennsylvania Department of Education, offer some viable ideas.

1. Concept: There are job clusters within occupational areas as well as across occupational areas.

   Related concept: Education and work are interrelated.

   Description: In a role playing situation, teachers developed a curriculum representing a total view of a particular environment. Classroom became that environment.

Examples: Hospital unit which explores the work of doctors, nurses, technicians, dieticians, volunteers, etc.

Related curriculum: Health, art, science, math language arts.

Food unit which explores the work of farmers and other food producers, processors, grocers, etc.

Related curriculum: nutrition, reading, language arts.

2. Concept: Hobbies and interests may lead to a vocation.

   Description: Teacher provides data regarding child, i.e., interests and objectives as well as what the child feels he needs and this data is fed into the computer. The computer, which is constantly updated, analyzes data and produces output including lists of books, periodicals, films and activities appropriate for the child. Similar suggestions can serve to group children in interest groups.

The participants were concerned with the teacher's rejection of career education as being synonomous with vocational education. Also a fear that one more course added on to an already crowded curriculum was an unreasonable burden. This fear is based on the false assumption, however, that career education would be an isolated subject area. The group decided the root of this problem was in the attitude which manifests itself in the teacher's apprehension. Enthusiastic encouragement tempered by facts and experience may help to reverse this problem. The possibility of having a career education specialist placed in each school who knows the students, teachers, environment and political disposition of the system may be the impetus some teachers may need.

Second to self awareness is community awareness. Ways for a teacher to implement this aspect include: (1) field trips, (2) newspaper coverage, (3) home calls, (4) speaking engagements in community organizations (PTA, town meetings).

The second discussion group session focused on school, community, industry linkages and attempted to relate constructive activities to career education concepts.

Concept 1: People work for various rewards and satisfactions. Rewards people receive for engaging in skills include: (1) money, (2) satisfaction (self concept), (3) service (value of contributing to community), (4) approval of others, (5) security (to save for a more pleasant future). These quantities also act as incentives.

The group concerned themselves with an importance in deemphasizing the saleable nature of work and the notion that work is "bad". Instead, it is important to cultivate a sense of dignity in work and sense of pleasure and satisfaction derived from the work experience.

Activity: Class dramatic production revolving around the idea of "backstage" type roles; the roles which exist in the background but which are given the spotlight in this case to illustrate their vital contribution and their cooperation in creating a successful production.

Preparation: interviewing people in the theatre, determine what roles each child wishes to study and portray, create script, props and costumes if needed and distribute tickets.

Related Curriculum: Communication skills, dramatics, art, writing, math

Objectives: to have each child contribute to class project
to learn about specific career areas
to share knowledge with others through role playing
to feel sense of accomplishment and satisfaction and discuss in terms of reward

A point which clearly illustrates a prevailing feeling was the following: use curriculum already available and examine it for career education inferences. This is a good first and final step in the development of career education in the schools. Some good elementary teachers have been including career education in their programs, others should emphasize it more, but it is not necessary for career education to dominate the curriculum in order for its presence to be meaningful. Ideas for discussions to promote thinking about career education concepts with children include:

1. What do you do at home to help? What do you receive for this work?
2. If the work of children is school then what are the inherent rewards?

3. What different kinds of work have you seen people doing? Why do they do it?
4. What kind of work did your grandparents do? Has the work changed since then? Why? What kinds of changes can you imagine for the future in terms of work? Organize a mythical community and create jobs for everyone.

The purpose of the third discussion group was two-fold; to think about the following: how many ways can you creatively utilize the community in career education and how do you go about involving teachers in career education.

The group felt the following were first step measures:

1. Identify resources
2. Meet with community leaders to relate career education objectives and recruit help
3. Broaden definition of work to involve non-monetary efforts, i.e., civic agencies, public government services
4. Survey schools to determine resources in family and home

Additional plans:

After identification, community leaders should be invited in to school to share concerns and ideas with parents, students and teachers. Follow through with interviews of resource people on their sites or via videotape. Avoid overlapping and duplication of effort.

Send children to sites where they may have first-hand experience with an adult of the job. Possible sites include: (1) around the school with principal, librarian, janitor, etc., (2) at parents work location, or (3) at site of any cooperating industry or institution. This promotes the idea of individualized learning experiences which career education provides for every child based on his or her interests.

Exchange Program

Activity: invite policeman to visit class to discuss his work

Preparation: have children or selected committee write letter inviting officer to class. All children prepare questions.

Related curriculum: interviewing, letter writing, language arts, community awareness.

This idea can naturally be expanded to include parents, senior citizens, and college students who often enjoy the opportunity to visit a class and share the wealth of their experiences and points of view. A special program in South Dakota allowed children to share the life and ideas of a prison inmate who is invited to visit elementary schools. The rationale being, obviously, to expose the children to many aspects of community and social life.

The involvement of teachers in career education is naturally crucial to the existence of the program. To achieve their enthusiasm and cooperation the following suggestions were made:

1. Workshop for inservice teachers
    a. Develop the idea of career education in the integrated day and how it can be utilized as motivation for "turned off" students.
    b. Encourage teachers to develop an area and work out a curriculum at their particular sites. (examples of career areas include transportation, government, science, ecology). They would be assured that their work would be given complete support and assistance by the administration. Follow-up workshop to determine effective strategies and share projects.
    c. Come to a concensus as to what career education is. Debate the idea of education and career education and how they relate. A suggested definition of career education is relevant form of education which has direct implications for the future.
2. Directive toward community involvement to interact with the school. Workers can act as teachers in involving children in their lives. This effort would pave the way for any teacher who may wish to make independent steps but may fear community response.

The task of the fourth discussion group was to determine what action to take upon return to their respective states. Their collective suggestions are listed below:

1. Retitle career education
2. Assign responsibilities high enough in the policy making level of the administration
3. Commit state commissioner to some policy
4. Board of Education must adopt idea
5. Determine where people are in the state who may already be involved in career education or who may have an interest in seeing it included in the state plan.
6. Visit schools of education and convince methods teachers to present career education to their pre-service teachers
7. Explore budgetary problems. Seek priority level in order:
    a. Release inservice teachers for workshops
    b. Organize field trips and guest speakers
    c. Explore ways of funding projects
        (1) USOE
        (2) State Department of Education

DISCUSSION GROUP IV

The summary of this discussion group will be divided into three components: problems, implications, and methods of delivery.

Problems	Implications
1. Concern with lower standards	How can we insure that by bringing career ed. into the public schools that we are not changing but adding to the curriculum? (Bringing relevance & positive inputs in an action framework)
2. How the teacher addresses the issue of getting career ed. concepts across to the students & community.*	In-service training Community involvement (importance of building community-school relations. Use of service organizations in the community.
3. Split in the philosophy, financing, & focus of vocational ed. & academic education.	Integrate curriculums

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*"The function of the elementary school teacher is not only to impart knowledge . . . the ability to process that knowledge. it is to maintain the child's access to the community in which that knowledge will find its application." (Nancy Pinson)

Problems	Implications
4. Credibility gap between	Strong public relations needed.
a. Voc. ed. & academic ed.	Massive dissemination in media.
b. School system & community	A high value placed upon career ed. programs by top state & local leadership.
	A real demand for & support of the program by students is needed, best ensured by well-designed jobs or projects rather than by simple make-work activities.
	Able administrative leadership in key jobs of the program (where requirements of intellectual substance & logistical support must be fitted together sensibly.
	Increase the support & response by the community (occupational & social).
5. Needs assessment Establishment of priorities (goals & methodologies) Lack research What career ed is What career ed should be	Career ed. programs should be based upon a model which provides a comprehensive program dev. at elementary, mid-school, secondary, & post high school levels. The articulated continuous curri-

Problems	Implications
	culum design should be based on a strong emphasis on guidance & counseling at every level. (e.g. in career awareness, career exploration, occupational preparation, occupational specialization).
6. Teachers are not involved	Teachers are central & crucial to implementation. Involvement in the process of planning is so important. Better lines of communication through increased dialogue in workshops & conferences.
7. Career ed. initiation in a threatening mode	Put in non-threatening mode. Career ed. is not new necessarily. Praise what is & bolster supportive communication to reflect what is. If career ed. has a strong position in the elementary schools, play it up. Bill Berryman said, "You catch more flies with sugar than vinegar."

Problems	Implications
8. Passive participation in process.	Active participation needed. Innovative delivery methods teach in different modes. Student involvement.
9. Home is threatened.	Liaison between parent (home) & school. Increase their input into school support for community involvement. HOME-BASE MODEL
10. Guidance problem	Get at guidance personnel. Clarify their position. Increase the competency in decision-making process for the young so that they can feel more comfortable making decisions.
11. Problem in incompetency	Inservice training. Development skills in career counseling & understanding philosophy of career ed.
12. "Career education is not a panacea."	Implies caution in promoting the infusion of career ed. in all facets of education. Importance of where impact is made.

Problems	Implications
13. Teachers impose their value system (i.e., work ethic, work values).	Teacher should not impose his/her values, but create an open environment for the students to make their own decisions. The teacher should be less judgemental - not try to change & improve kids but understand them.
14. Are student needs considered?	Children come first in need assessment.

METHODS OF DELIVERY

1. North Carolina - State initiated summer inservice training program (over 2,000 teachers involved)

    -Plan for professional development of all groups involved i working with career ed. approach (both preservice & inservice) (in state agencies, local ed. agencies, professional associations).

    -Curriculum design for kindergarten through twelth grade. State funded at all levels (18 elementary schools are receiving funds to develop career awareness programs during 1972-73. Federal funds at all levels. Continuous progress in diversification of occupational offerings at secondary level.

    -Community involvement. Taking the school to the community (field trips, etc.). Bringing the community to the school (community volunteers)

2. Oregon

   5 projects.

   -Pleasant Hill. Teacher guide in subject area (emphasis career awareness)

   -Springfield. Process oriented. Area II - recipe ideas (wide range). 5 year plan, good relationships with business, pressure from top.

Second Discussion Group

The discussion centered around basic concepts.

Concepts related to career education:

1. People work for various rewards & satisfactions. Yet all work is not satisfying. Need to identify what is not satisfying (content, context). (Work that is enjoyed by some people is disliked by others.)

   Suggestion: Get people more involved in their work, be part of the process.
2. Need to destroy the equating of money ($) with satisfaction.
3. Occupations & life-styles are interrelated. We must consider the possibility of mobility. There should be a broad career ed. component (awareness of the continual change in emergence & disappearance of work.)
4. Education is for life. Education has been seen as a finality theory. It has not been a process of growth. Continuing education should be stressed from "the womb to tomb." Education is a life-long process.
5. Economic factor is important to working. Society is dependent upon the work of many people. At least some people must work if society is to survive.
6. Teacher training: "gentle, kind, firm & honest."
7. Ground rules should be established in decision-making process. An accountability factor must be considered - the realities of the situation. Every job requires some special preparation. Individuals differ in their interests, aptitudes, abilities,

values, & attitudes; & occupations differ in their requirements.

8. Greater awareness of evils in media & text (i.e., sex-role stereotyping, words such as "manpower" and its implications). Action to end sex discrimination in employment. Increase knowledge about the range of job opportunities for people.
9. There are job clusters within occupational areas, as well as across occupational areas. There should be a drive for greater awareness of various job clusters (preplanning parameters).
10. Environment & individual potential interact to influence career development.
11. Hobbies & interests may lead to a vocation. Interest centers should be set up.
12. Curriculum goals & methods of teaching should be interwoven. "THE CONTENT IS THE PROCESS." (John Davies). The goals should be realistic. The materials needs for specific activities should be available. Adequate & appropriate teaching materials, equipment, & facilities must be provided. Teaching materials that assist students in relating subject matter knowledge to the many ways people use it in their work, home & community must be readily available. Since the career education approach to instruction will increase the opportunities for students to study areas of their own interests, materials must be available that provide for an in-depth study of a subject, that help the student evaluate what he has learned as he progresses and are easily transportable.

13. Importance of evaluation procedures (interviews, anecdotal records, experience diaries, check lists, & other forms of informal tests).
14. Horizontal articulation. Integrated course of study at all levels.

Additional concepts briefly discussed: (at beginning of discussion)

Concepts related to Work Values:

1. Work means different things to different people.
2. Generally, those who are trained, experienced, and productive find their work satisfying.
3. Persons need to be recognized as having dignity and worth.
4. The individual's perception of his environment affects his attitude toward work.

Concepts related to education and the world of work:

1. Education and work are interrelated.
2. Different kinds of work require varying degrees and types of educational preparation.
3. Basic education enhances job performance.
4. There are specific and general knowledge for each career area.
5. There are many training routes to job entry.
6. Workers may need vocational retraining several times in the course of a lifetime.
7. Knowledge and skills in different subjects relate to performance in different work roles.

Third Discussion Session

Questions posed:

1. Think of many ways to utilize community resources. List and then evaluate.
2. How am I as a state department representative going to get a creative career education program involved in the educational process of my state?

The group decided to concentrate on the second question.

1. The commitment of the governor was considered a necessity.

   How to get his commitment? Utilization of the state advisory committee was suggested. Sell business/industry: influence the state. The governor's advisory counsel may be another means.
2. Legislature

   Go to the most influential member. Have a hearing on broadening the guidelines of vocational education.
3. Inter-institutional committee of a representative from each school of higher learning with decision-making policy.
4. Time

   Accurate utilization of decision-makers time.
5. Commitment:

   Governor-State Board

   Advisory Council-Higher Education

   Superintendent of Education-Business/Industry

6. Five year plan

7. Strategy:

Start from top and move down. Yet interests and needs must be identified coming from the people. Need assessment/field testing.

Guidelines to develop from the students' outcomes

-Competencies

-Performance indicators

Convince local educators (important)

Question 1: Community resources

Danger of misuse was discussed

The how's of implementing the list must be well thought out.

Fourth Discussion Session

First Year Plan:

1. Interdivisional task force at state level.
2. Inservice at state level - instructional and vocational people.
3. Subject matter supervisor at state level.

   Develop guidelines for LEAS to utilize for:

   a. Staff development

   b. Bases for behavioral objectives which LEAS would construe
4. Conduct regional workshops for district level personnel in order to train local building level leadership personnel.

The first year is cost free; volunteers are coming in. There is an emphasis on staff training.

Additions for Outline for Career Education Learning Specialists

John Davies
Oregon

1. What organizational changes need to take place in the school?
2. What decisions do the teachers have to make?
3. In what way will these experiences support the teachers' teaching style?
4. Have the activities provided information, clarification of values, or change of attitude?
5. Has the experience provided a change in my teaching strategy or has it given me an insight to the students' needs?

CAREER EDUCATION IN THE ELEMENTARY SCHOOL*

Nancy M. Pinson

There is no one here today who is indifferent to Career Education. And there is no one here whose motivation for attendance could, or should be, exactly the same. Yet this is a public moment for two of the most active divisions in the counseling profession . . . a time when forums like these will become a reflection of a need to hear, see, and learn together . . . even as you reserve your individual and collective interpretations of what occurs for expression in your work.

Our stated topic is the discussion and presentation of an approach to learning which seeks to vitalize the educational process through the individual's early and continuing engagement with the people in the world of work. Whether counselors or educators, we applaud this agenda, for our training and our commitment to that individual compel us to investigate every avenue which has the potential to give him added hope and strength as he gathers skills of autonomy and self-sufficiency. We are agreed that the concept of Career Education is developmentally sound, economically and socially valid, and a responsible alternative to what has become a malfunctioning educational ethic to many. So far - so good - but yet so cold!

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*Prepared remarks delivered at joint session of MPGA and MVGA, Essex Community College.

As professionals we have again succeeded in defining a societal goal from an exclusively cognitive point of view. We distrust the emotionality conjured up by words like love and work, and depend on statistics documenting "need", to move toward yet another educational reform. I beg you to spare Career Education from that death sentence. We must not fall into that trap where our predecessors found themselves when they claimed that their reforms would reduce the number of nonreaders, increase racial understanding, eradicate delinquency, or strengthen family life. Career Education promises none of these things, yet its simple premise cannot fail to leave some impress on all of them. To convey that premise, and its implications for the counselors and teachers who work in the first of a sequence of educational settings, is my assignment here.

If I suggest to you that one of Career Education's major objectives in the elementary school is the request that we maintain, and with good planning-increase and authenticate the optimism about himself that almost every five year old had when he entered school, you might question its modesty and simplicity. But consider what it will require of us to achieve that objective.

Our psych talk and occ talk would have to be merged into a single language . . . a language which sounds like this

1. Career Education is NOT ONLY for our descendents . . . it is for us, because our children were being career educated until we shut the school doors behind them.

2. Humanizing education is NOT ONLY an art practiced by skilled craftsmen in the behavioral sciences . . .
   it is that activity engaged by teachers and counselors which brings more kinds of people into the educational process.
3. The function of the elementary school teacher is NOT ONLY to impart knowledge . . . and the ability to process that knowledge.
   it is to maintain the child's access to heart of the community in which that knowledge will find its application.
4. The function of the elementary school counselor is NOT ONLY to encourage the development of a positive self concept in each child . . .
   it is to ensure that this image grows and selects from a variety of human reference points which include, but extend beyond, himself, the counselor, and the school.
5. Preparation for life and preparation for work are NOT ONLY two worthy educational goals . . .
   they are capable of the merger effected by the very young child who does not separate a man from what he is mending, providing, or creating.

If we succeed in changing our language, the probability increases that our behavior will also change. We begin to ask questions, and they are good questions:

We ask: Who must be involved, before we ask: How do we do it?
What do we have, before we ask: How much will it cost?
How do we change, before we ask, What must the child learn?
and finally . . . Can we work with other adults to reduce the social distance between the top and the bottom of the existing occupational hierarchy . . .
before we ask: How do we teach a child work values?

We are learning. We know now that Career Education will not be realized through massive transfusions of equipment, materials, and occupational information alone . . . nor will one more glossy curriculum guide on the teacher's shelf assure its survival. We are discovering that it really involves our recognition that no single professional group can duplicate, or speak knowledgeably about, the range of human achievement exemplified in even the smallest community; and that the career options that children are entitled to know and think about long before they must choose among them - are to be found, three dimensionally, within reach of every school.

Through this admission which accepts our limitations as models, our effectiveness as locators of people who can speak for these options will resound in their lives as well as ours. A curriculum which utilizes adult role models in all work settings can achieve the dual goal of equipping the young with discriminative powers while restoring to the working adult some measure of self esteem.

Yet, we pass one hurdle to face another. Do we make claims for the superiority of a career education approach to the acquisition of basic academic skills? Or do we suggest that the single goal of content mastery may be only one motivation, and that the immediate translation of abstract concepts to concrete experience is another, tandem motivation which can provide confirmation of learning to the child at that moment when learning is taking place? Here I would suggest that the wise believer transform his passion into action research - while leaving his claims to time and beneficiary for expression.

There are five things we know about career education in the elementary school.

1. It is an unabashed investigation of WORK - as that present and future reality which in itself is neither ominous nor noble, but a reflection of the worth that man ascribes to it.
2. It is a ranging exploration of the lifestyles embodied in those who work for varying reasons and in varying settings.
3. It is a school-community effort to validate the acquisition of basic skills through a believable demonstration of their utility in every human exercise.
4. It is the child's opportunity to reject an imposed or premature designation of future work capacity through his exploration and definition of equally attractive future

alternatives which have personal meaning to him.

5. It is the other-directed outlook of a child who interfaces "I am lovable and capable" with "because I'm a little like him and he is too!"

But finally, and most important of all, career education in the elementary school is US; how we see it, how we say it, and how we permit it to happen.

DISCUSSION GROUP V

Background to Orange Workshop:

In each Orange Workshop meeting the facilitator presented a variety of curriculum concepts based on the central theme of the demonstration. The group then chose one (1) concept and developed a curriculum format or some ideas of how to present the concept in an elementary school setting. The sequence of discussion in each meeting was:

- Brainstorming Concept
- Selecting One Idea
- Establishing Behavioral Objectives
- Selecting Activities

The facilitator opened the first workshop setting by stating that the major problem to implementing new curriculum concepts was that the teachers are usually not involved in the development of the curriculum. Mr. Larrimore suggested that the creativity of the teacher should be considered in developing a curriculum. Towards this end, the participants were asked to consider themselves teachers at different grade levels in elementary schools in developing the curriculum formats. This insight as to the central problem of implementing a curriculum and the teacher role playing of the participants, and the general positive and supportative attitude of the facilitator, were the reasons for the success of the Orange Workshop.

First Discussion Session

Central Theme: Home, Family and School

Concept: Hobbies and interest may lead to a vocation

Brainstorming:

1. Camping and outdoor education
2. Concern about the environment
3. Drama - skits - exploring careers in drama
4. Writing (careers)
5. Show and tell (hobbies of parents, brothers, sisters, etc.)
6. Handcrafts
7. Plants (growing), gardening, use of milk cartons in growing plants
8. Local cultural history - festivals
9. History and study of people in different times, places and relating that to people working in those areas. Example: archaeologists, historians, anthropologists, etc.
10. Watching television
11. Concept of leisure and the ways leisure, hobbies and interest are related to work experiences
12. Pets - tropical fish, guinea pigs, dogs and cats
13. Use of mechanical tools as a hobby
14. Collection of stamps and coins
15. Utilization of the hobbies and interests of grandparents and retired people which they have developed after retirement. Their experiences could be demonstrated in the classroom by the

retired person or grandparent to illustrate to children how hobbies can contribute to leisure time.

16. Scrapbooks developed by students on family life at work and play and what satisfaction or dissatisfaction do they gain from these experiences
17. Scouting
18. Sports, dance - idea of things I can do well enough and some things I cannot do that well but can do it for my own interests.
19. Second careers developing out of hobbies and interests
20. Acting - may be good but must have a second occupation to support him because acting does not necessitate steady employment
21. Idea of all occupations are a source of work
22. You can make a living out of things you like to do. Children who like to write stories might be encouraged to pursue this as a career and that people can make money on things they enjoy doing.
23. Travel - areas of geography, history, mathematics. How much gas, how much car depreciation? Have child look at newspaper as he travels through various states comparing job opportunities, prices, etc. between New England States and the Southern States.
24. Clothing - ski clothing, scuba diving - How one dresses for these hobbies
25. Geographical areas - Certain hobbies or activities can only be performed in certain areas such as skiing, motorcycle racing. Geography effects leisure time.

26. Kids could interview their neighbors to find out what are their hobbies
27. Compare life styles of various countries
28. Compare hobbies from one neighborhood to another
29. Within the school itself are resources such as the custodian, teacher, how do their leisure activities relate to their jobs?
30. Reading - people can make a living as a reviewer of books and other occupations relating to reading such as journalism, announcers on radio, television, disc jockies, and newsmen

Idea: Stamp Collecting

Teacher: Jean Folley

Grade: Four

Objectives:
1. Did the child learn that leisure and interests can lead to an occupation.
2. What skills and training are necessary in order for students to learn that leisure and interests can lead to occupation.
3. Did they have to know math and reading. What specific reading skills do they need.

Preparation:

1. Locate child who is interested in stamp collecting or a child who has parent with a stamp collection as hobby and have student talk to class

2. Use of opague projector.
3. Use of wall map of world for geographical location. Making it happen.
4. Encourage students to collect stamps.
5. Teacher to alert librarian to prepare resource material on countries, background of stamp.
6. Teacher is to read background of stamp.
7. Conduct survey on how many students and parents of students have stamp collections. How many butterfly collectors, etc.
8. Student and teacher will prepare questions to ask parents when they come to show collection.
9. Parent to plan with teacher giving security to parent on visiting class.

Activities:

1. Map - Finding location of stamps on map. Tracing value of stamp in long-term collection. Comparing economic systems.
2. Students design their own stamps.
3. Use library to trace origin and history of stamps.
4. Paint the background of stamp pertaining to origin or country of stamp.
5. Stories pertaining to country represented by the stamp, example: Grimms Fairy Tale.
6. Human relations - reading and discussion on differences in cultures in foreign countries.

7. Recreation - sports and games or dances peculiar to that country.
8. Role playing - how different countries mandate their stamps.
9. Vocabulary building - as needed.
10. Economic functions.

Objectives - What are kids going to know afterward:

1. Occupational information related to that job.
2. To understand that every skill involves a variety of skills such as reading, writing and math skills.
3. To develop values of the system - example, hobbies, what things do you value, different people have different values.
4. To develop cooperation.
5. To bring jobs to a completion.
6. Precision - can't be sloppy when you collect stamps.
7. To develop organization.
8. To develop classification.
9. To develop respect - student doesn't want someone to mess up his collection.
10. The child would be able to articulate his values in relating to his interests of what the future might hold.

Comments: The group agreed that the technique used today could be used with small groups of teachers to develop curriculum.

Second Discussion Session

Central Theme: Teaching Academic Subjects in Career Education Framework

Major Concept: The individual's perception of his environment affects his attitudes toward work.

Brainstorming:

1. Field trips into the environment.
2. Time production in classroom.
3. To what extent does student see himself in a narrow environment (smaller the opportunities) to what extent does he see himself in a broader environment (wider range and scope of opportunities).
4. Write stories on me, who I am and who I ought to be - give teacher idea on who he sees himself in the environment.
5. Capitalizing on existing curricula - start with myself and the community and finally myself in the world.
6. Studying other people in other communities and other lands; what kind of work do they do and why do they do the type of work they do.
7. Perception of the environment - locating one work - environment and finding one person who likes that environment and versus another person who dislikes this environment.
8. Field trip within the school - examining the environment in the school, such as who is responsible for the heat, light.
9. Student pressures and environment - kids who live in the ghetto, his attitude toward work might be different than the kid who

lives in the suburbs.

10. Student designs three atmospheres in the classroom - autocratic, democratic and peace - children have understanding of these three systems to be applied to the concept of worker productivity under these three environments
11. Establishing two environments for production - What are the advantages or disadvantages of making a whole product versus making the same product in a lined production.
12. Relationship between various environments. As we interfer with someone else's environment or work we produce friction, or if we work with them we can work together to build a better society.
13. Geographical - kids growing up in one environment such as a national park may have a different attitude toward different kinds of work-relating to leisure time.
14. Class visitation to local industries to study aspects of fringe benefits on one's environments. How fringe benefits could effect his attitude on the job (9-5) versus a freer attitude or atmosphere in a non-traditional job setting.
15. Environments around a location may facilitate his attitude on the job, such as the availability of recreational facilities during his leisure hour.
16. Change in environment at work might change person's attitude toward work.

17. The management system and the workers' perception of that system. As the worker moves into a management system his attitude toward management changes.
18. How do you feel when you make constraints on yourself versus someone else placing constraints on you when these constraints effect the working environment.
19. Office environments

    Air-conditioning versus non-air-conditioning

    Working in an office versus working without windows
20. Participatory activities within the industry or company where one company allows workers to own shares of the company where in another company workers only make wages. The advantage of having shares changes one's attitudes toward his working environment.
21. People with which I am working become part of the environment.
22. Male, female, color, religious environment. If I am in a group of people predominantly of one religion or political group contour to mine might control my work environment.
23. Health - Do the conditions under which I work effect my environment?
24. Concepts of land reform

    Natural versus man-made

    Natural vegetation versus other chemical vegetation

    Man-made services versus production of goods

25. Architecture and how it relates to productivity.

26. Comparison of other countries and the feelings they have for the companies; such as the Japanese whose companies provide fringe benefits not only for the worker but for the family as well versus corporations in our society and the difference in the commitments that they perceive for their workers.

27. Room aesthetics - furniture, color scheme, lighting, environment. See the "Hawthorne Study."

28. Size and shape of things - can affect your work environment.

29. Company policies - example: Company in California allows workers to have option of designing their work schedule providing they work 40 hours/week as opposed to a more rigorous schedule of 9-5 from another company. Although the latter company paid less they had more applicants than the other company.

30. Eating environment - eating habits affecting work: What kind of breakfast do you have before coming to work versus someone coming to work hungry. How does this affect productivity.

Idea: Animal production and how it relates to worker production

Teacher: Bob Miller

Grade: Second

Plan: To take a field trip to several agricultural farms such as poultry, swine, mild vegetable farms to look at what farmers do to increase productivity.

Preparation:

1. Vocabulary list.
2. Organizing logistics, permission.
3. Plan which farms are to be visited at school.
4. Developing other skills such as language experiences, example: poultry farms might be new in the vocabulary of a child.
5. Specify certain things children should be noticing.
6. Teaching planning skills - scientific methods, farming, hypothesis, colling data.
7. Introduction materials such as film strips, resource persons, photographs, visual awareness, pictures in magazines, site pictures.
8. Involve the family by asking them to take pictures of animals and farms when on trips or different environments.
9. One group would go on one trip and be resource for the class, certain groups going on other field trips.
10. Parent participation to have them accompany the children on the trip to have some of them involved in the planning.

11. Creative writing aspect - writing for permission to visit the farm and writing a thank-you letter after the visit and also telephoning.
12. Science aspect - studying nutrition of animal and soil to produce the product. The economics of farming how much, how far, how many. The difference between crops, selling prices, and overhead.
13. Skill development

    Follow-up activity. Each group would discuss what they got out of the trip. What was the main idea. Construct a bulletin board, mural or skit of their trip.
14. Safety factor - teacher might not be familiar with farming. She might visit to investigate safety factors for children and animals.
15. Must continue to remember that our basic concept is man and he must be constantly tied into our preparations. We might look at the child's own home. What kind of environment is in his home that affects his productivity in the need to live?
16. How are you going to get kids to look at this? Have children do analysis through their own environment through the art of discourse among themselves in the classroom. Then the children could transfer these thoughts into the home.
17. To discuss the area of processing in terms of the environment of the farm and how the farm workers feel about their environment. An example of a man who plucks chickens all day might

like his job while other workers might not.

18. Home to environment (not human) and to processing plant which is connected to main idea, but now talking to workers in the environment.

19. Values - what do we have in the classroom to increase and decrease productivity.

20. The balance between humanist and productivity. Example, we we are looking at the quality rather than the number produced. The coffee break in the morning may produce low productivity but better quality or the number over the average may be greater than it would be for any given day.

21. The difference between cooperation and competition between management and worker, worker and worker.

22. Student could take a look at tools that are peculiar to one's environment. Example, the dentist's office - what are the particular tools he uses in his environment.

23. The farmer has to depend on other kinds of people (could be another concept). Such as a veterinarian, grocer, someone who is a buyer and seller of goods. Many occupations which he must depend upon. How many occupations must he utilize as a farmer?

24. Conservation concept - relationship the farmer has with the natural resources. Dam and government working with the goverment to get maximum production from the soil and to save the soil for future generations.

25. What are the pressures on the farmers' families? Example, weather abnormalities, what does this mean to the farmer and his family. Child could interview the farmer and his family.
26. The idea of the migrant worker.
27. The idea of increasing productivity in the classroom as a student. Idea of a good citizen.
28. What can I do to increase my own productivity. For example, the idea of nutritional and recreational activities helping to increase productivity.
29. Non-productivity - he's learned how to utilize the system, physically faking a head.
30. Religion or philosophical ideas which affect productivity.

Objectives:

What kind of things do you expect students to know that they did not know before:

1. Each student comes up with a plan which would be most productive for him each day.
2. Each child will be able to spell correctly with 95% accuracy using vocabulary skills on farming. Example, by writing a story.
3. Concept objective

   Student would be able to name things the farmer likes to do versus things he does not like to do. Example, if I were a farmer what would be the things I would enjoy doing and what would I not enjoy doing.

4. The student will be able to compare environment as it affects him. Do this by talking.
5. The student can collect information and make generalizations from this information.
6. The use of geography to find out differences in the environment in the United States as in regions in the differences in environment.
7. Child to synthesis all the data into the kind of ideal farm he would like to have if he were the farmer. How would you do this? Skits, puppets, write a story. What kind of animals, what kind of farm? Bring in architecture, conservation, scientific farming.
8. Skills developed

   Math - how much feed do you need?

   Reading

   Spelling

   Geography

Comments: This forces the teacher out of the cognitive area and forces him into an area of higher level of thinking.

Third Discussion Session: School-Community-Industry Linkage

Two Specific Problems:

1. Think of as many ways as you can that you can utilize community resources in a career education program. Do not think about constraints. Get a list and evaluate use for own community.
2. How am I as a State Department person in my state to get teachers and educators involved in a creative career education program in my state.

Started with Brainstorming Process:

1. Curriculum development.
2. Involving business, such as industries.
3. Reaction groups.
4. Talent and interested hobbies.
5. Involvement of publications.
6. Two way involvement of business and industry - schools going out and coming in and vice versa.
7. Chamber of Commerce and Junior Chamber of Commerce.
8. Use of older students for lower grades.
9. Phi Delta Kappa - use of educational goals and soliciting surveys to reach thousands of people.
10. Parents.
11. Early exposure of students to jobs.
12. Student groups - such as explorer societies, lay societies.
13. Career education programs.
14. All forms of community groups

15. Design of education to utilize industrial people and high power management.
16. Skills use brain power to solve problems in education.
17. Yellow pages.
18. Open line to newspaper editors.
19. Survey interest of different groups of people.
20. Higher education.
21. Organizational newsletters and publications
22. Television statements, film makers.
23. Technical assistance.
24. Town meeting.
25. Exchange programs within schools, secondary teachers, replacing elementary teachers, exchange of interests as well as ideas.
26. Ways to capitalize on industry on established programs within them to train professional personnel into them.
27. Community tours getting students to have educational experience in community resources and libraries.
28. Hospitals.
29. Direct schools to provide projects for student involvement at the particular community.
30. Part-time jobs - job bank in schools.
31. Adopt a school or class by industry or business.
32. Identification and responsiblity of leadership.

33. Idea of non-school students who do not come to school - those who come in small groups. Every Wednesday break class into groups of five and do different projects such as science. Teacher develops relationship with students five at a time through group projects.

34. Find ways for parents and community to utilize school during school hours as well as after school. Such as auditorium would be used during the day.

35. Utilizing women in the community to develop girls program especially in the inner city where there are very few women's programs.

36. Community clearing house for field trips - whereas one firm would not be beaten to death, have one central office to clear field trips.

37. Community project in summer: a sea laboratory community science project where school and community is utilized for development of sea laboratory.

38. Utilization of elderly people, disabled people as utilizing their professional skills.

39. Teachers going out to different businesses to find out about them.

40. Extension of school leaders in developing industry. Look to the schools for this leadership.

41. Community relations - schools can submit a plan to the teacher where he will be out of the school, where he will utilize community resources.

Division of codes and regulations in community for educational experiences

Labor laws revisions

Fraternity involvement - adopt a child, big brother, sister

(Goal - attitude change of students)

Part-time jobs - school and job relationship

Family planning with schools

Older underachievers, with younger underachievers utilizing community resources.

What are you going to do with career education development in your state?

1. Samoa: Give problem of career education teachers, information on how career education process works. Have summer planning with principals and teachers. How career education will fit in. Career education to be developed in summer.
2. North Dakota: Have been going to school where one school acts as host and bring in about 100 teachers for orientation in three areas.

New Methods:

Self-awareness, drug education, career education, and use of tests for teachers - how to use tests more effectively.

Follow - 15 teachers to teach awareness. Several others teaching career education and extension courses. Expecting university to take over training teachers in career education and awareness. This year 15 teachers leading with university credits.

Maryland: Identifying career education and workshops to share ideas of four regions. Industry visitation workshops - 9 to 10 days where teachers visit various industries. One day is for career awareness. Workshops in transportation to develop awareness and how these can be utilized in classroom.

Utilize business, labor, community.

New York: Teacher groups - continuing to develop curriculum in career education.

Provide inservice training for state department staff in career education especially in elementary schools.

Staff development in career education.

Provide inservice training and orientation for own department staff. Felt staff is not knowledgeable enough about career education on the elementary school level especially.

Nevada: Agrees with above. Utilize people who are using career education, such as teachers to inservice other teachers in this area. Inservice training for all teachers.

Washington, D.C.: Utilization of clusters, find ways to harness techniques such as video taping, black architects - use of role models. Manpower development, etc., to be included in career education. Their motives have changed. Key ladder personnel in industry want to somehow become involved.

Pennsylvania: Career Education Three-year Action Plan:

1. A K-Adult plan which identifies and utilizes the resources of the business-industry-labor community for career education programs will be implemented and evaluated in each of the 29 intermediate units.
2. The Bureau of Teacher Education in the Department of Education will develop plans by which all teacher training institutions in the state of Pennsylvania will incorporate at least one course of study in the theory and practice of career education and development.
3. Classroom teachers in grades K-adult will acquire the skills and understanding necessary to effectively relate their content areas to a broad spectrum of career clusters. This training shall occur in pre-service and in-service programs.

4. All students will have access to career guidance programs appropriate to their needs.
5. Each local school system shall modify its ten-year plan to identify for all persons sequential career development skills and shall provide personnel who can develop those skills.
6. The Pennsylvania Department of Education and the local boards of education shall form school-community advisory committees which will function to express the needs, goals and contributions of all interested persons in the process of career education.
7. The Pennsylvania Department of Education shall evaluate annually the career education programs in each of the intermediate units.

DISCUSSION GROUP VI

Home, Family and School in Career Education

General Note:

The discussion was largely philosophical. Some concepts did emerge as problems which confronted all members of the group, even if they had not been able to devise solutions to them.

In addition, some specific types of projects were mentioned which might be of interest to other administrators.

Perhaps the most salient point which emerged was the fact that these people do not seem to have given systematic attention to "career education" as a part of their jobs. In particular, there was little evidence of having analyzed the problem in terms of what areas were legitimately part of these administrators' jobs, and what parts should logically be given to others to handle.

The ideas which came up in the session can best be classified as follows:

1. General concepts/problems
2. Specific techniques
    - a. At school
    - b. At home
    - c. In the community at large

Hopefully, the list of ideas which did emerge may reveal either new target areas or systematic biases.

General Concepts/Problems Mentioned:

1. There is a need to develop the parent-school relationship with a view to the parent reinforcing the school.
2. Parent attitudes toward jobs are very important.
3. Membership in the family unit should be stressed as a career concept.
4. Everyone participates in the work of the home.
5. Community education programs are a logical adjunct to career education.
6. Mobility and the breakdown of the nuclear family are substantial problems vis-a-vis the work ethic.
7. Cultural diversity in a community is a problem in developing a coherent program (e.g., American Indian culture has a different view of the work ethic.).

Specific Techniques:

At home

1. Capitalize on the diverse number of experts who are now needed in the home as examples of different occupations (e.g., plumber, television repairman).
2. Assign diverse chores to children.

At school

1. Special "hobby day" at school with parents demonstrating different hobbies at the school and children signing up to attend particular demonstration.
2. Involve school kids in maintenance of the school grounds.

In the community

1. Create community lobbyist groups to support career education. For example, in California there is the "Vocational Instruction in the Public Schools" citizens lobby.

Second Discussion Session: Teaching Academic Subjects in a Career Education Framework

In this session, the group attempted to role-play the situation of a fourth grade teacher trying to communicate the idea that basic educational skills are important to any job.

Although the content of the session was not particularly original, the experience seemed to be useful. Administrators were forced to put themselves in the position of a teacher trying to implement a program without benefit (or hindrance?) of guidance, in any form other than the most vague.

This experience was probably very useful to these administrators, in terms of being in the shoes of the "customer" they will (presumably) be trying to convince. Most of them found it very difficult.

The basic format followed by the group was as follows:

1. Major concept: Basic education is essential to any job.
2. Objectives: Stress the universal importance of two sets of skills:
   a. Communication
   b. Computation
3. Procedure (preparation):
   a. Identify an industry with accessible resource people and involve the students in selecting jobs in that industry which will be explored.
      Industry chosen: air transportation
      Jobs mentioned: pilot, stewardess, mechanic, air traffic controller
   b. A general discussion followed on how all of these jobs use basic skills.
   c. Contact resource people, possibly arrange field trips.
4. Describe the experience
   a. Description of process of having people talk to students.
   b. Description of possibility of simulating work situations, building model planes, etc.
5. Resource people used:
   Pilot, stewardess
6. How the occupation uses basic education skills:
   a. Pilot - has to know math, geography
   b. Air traffic controller - math communication
   c. Stewardess - communication, social studies (knowledge of

different cultures of passengers), languages

d. Mechanic - math

e. Airplane designer - math, art (interior decoration)

7. Involvement of students

a. Committee work in choosing subject, contacting airlines.

b. Have students write letters, look up resource people.

c. Have students interview each other about job preferences.

8. Major problems identified

a. Diverse levels of interest among students (i.e., some may already be very knowledgeable about the industry).

b. Integration of this type of project with what other teachers are doing at other grade levels, to avoid redundant experiences for the students

c. Danger of overloading the teacher with one more thing do do.

d. Class size: many ideas are best demonstrated to small groups/ Another approach suggested was to focus on the occupations in the school environment itself as a means of teaching children the same basic concept. This was suggested for the first grade level.

Third Discussion Session

The group tried to grapple with the problems of (1) what resources exist in the community, and (2) what can "we" do to motivate teachers.

Particularly in the second area, the following problems emerged:

1. Failure to systemically consider the appropriate levels with which each administrator can/should deal.
2. Failure to consider the relative strengths and weaknesses of different types of incentives which can be used to motivate. Heavy emphasis was placed on persuasion and proselytizing; very little attention was given to political and financial incentives.

For the two subject areas, the following suggestions emerged:

1. How to use community resources in career education:
    a. People
        (1) Have people in different occupations visit the class.
        (2) Have field trips to different work sites in the community.
        (3) To provide or demonstrate use of equipment.
        (4) To provide transportation for field trips.
        (5) As a source of scrap materials, films, etc.
        (6) For dissemination of information.
        (7) As a source of funds.
        (8) As a resource source for one-to-one conversations with students.
        (9) As tutors.
    b. Financial resources - for extra funds.
    c. Local businesses - as extensions of the classroom (laboratories, in effect).

d. Media.

A problem mentioned was how to avoid over-exploiting a small number of people, and also to avoid giving students redundant experiences.

2. How am I going to get teachers involved in a creative career education experience?
    a. Get teachers and businessmen together - through advisory groups.
    b. Get business inputs as to what subject areas are relevant to their work.
    c. Example - the Skyline Project in Dallas.
    d. Have an exchange program for teachers and businessmen (Tennessee will soon be trying this for guidance counselors).
    e. Change teacher certification requirements to include work experience in the person's subject area.
    f. Build in academic credit for work experience for teachers studying for masters degrees, etc.
    g. Provide a clearinghouse to insure that teachers have access to relevant literature on career education techniques.
    h. Identify and persuade ("convert") the relevant interest groups in particular localities (e.g. the PTA).
    I. Stress the "success stories" of other states (e.g. Arizona).
    j. Bring in students who have participated in career education programs and have really enjoyed it (i.e., give teachers "proof" of the success of career education).

Fourth Discussion Session

In attacking this problem, the group seemed most at home. The problem was to list the ten most important things that each administrator should do right away to get career education started in his state.

Allowing for variations tailored to different problems or level of progress in each state, the group came up with the following "action items":

1. Get commitment from the State Board of Education.
2. Identify people who can participate in in-service training.
3. Touch base with (and get approval of) the relevant interest groups:
    a. Professionals (teacher associations).
    b. Clients (PTA's).
    c. Business and industry groups.
    d. Junior League.
4. Plan workshops.
5. Set up experimental and demonstration programs.
6. Identify media resources - use them for information dissemination.
7. Figure out what career education means for different levels of the school system.
8. Have a package of ideas developed to "sell" to interested groups (as in #3 above).
9. Survey the current status of career education in the state.
10. Disseminate current information.

DISCUSSION GROUP VII

First Discussion Session

1. Major concept: family cooperative planning of special events; or How can home help to begin to incorporate career education?
    a. Develop some activities on how families depend on each other to do certain jobs, e.g., planning meals, walking the dog, taking out the trash.
    b. A child has to know what the different roles of parents mean in relationship to:
        (1) School interdependence.
        (2) Neighborhood interdependence.
        (3) Community workers interdependence.
    c. Teacher-parent relationship.
        (1) As a working parent, explain what it is that you do to your children.
        (2) Develop some kind of parent-teacher assistantship in home and school.
        (3) Children believe that there are few important roles, therefore, have some parents come into school and describe their jobs, also bring tools, etc.
    d. Problems in implementing this concept.
        (1) Sometimes what parents and teachers hear children asking does not seem important.

    - (2) The only time my family gets together is when we eat.
    - (3) What if kids have no hobby.

2. Major concept: Man's work determines his standard of living.
    - a. The different kinds of jobs in society and the difference in pay, e.g., doctor, lawyer.
    - b. Career education is okay for your kids but not for mine. Career education is not saying don't education your kids, just let him develop his own choice.
        - (1) This has to do with the attitude of the teacher.
        - (2) Help kids realize the importance of all jobs.
        - (3) Give kids a free choice of jobs.
        - (4) Interdependence again.
        - (5) Emphasize - dignity and worth at home and school.
    - c. The basic principle is interdependence. Amont people, if we can tackle this issue then other things would grow out of this.
        - (1) Concept of choice.
        - (2) Who are the parents?
        - (3) What is the home situation?
    - d. How are we going to get it done?
        - (1) It seems that teachers are more receptive to change at the elementary level, than at the secondary level.
        - (2) Teachers see anything new as extra work.
        - (3) Teachers think of career education as something separate, but career education can be done through all areas.

Second Discussion Session

1. Major concept: Work means different things to different people.
    - a. How can we look at the fusing of academic concepts and real work experiences?
        - (1) Survey and interview, e.g., what kids like to do.
        - (2) Agree on a definition of work.
    - b. How can a classroom teacher arrive at a definition of work?
        - (1) Discussion
        - (2) Natural evolution through discussion.
        - (3) The devils advocate approach.
        - (4) Plug it into a game, e.g., playing baseball can be fun fun and it can be work.
2. Major concept: Basic education enhances job performance.
    - a. Activities for the home.
        - (1) Teach three r's.
        - (2) Get kids to solve problems where skills are needed.
        - (3) Word definitions.
        - (4) Teach the four basic math processes, home can reinforce these skills, e.g., addition cards.
        - (5) Family get together time.
        - (6) Oral communications, e.g., answering the telephone and the front door.
        - (7) Social skills - e.g., dressing, color coordination.
        - (8) Math in the kitchen, e.g., cooking.

b. How do you show that this enhances job performance?
   - (1) Let the child fail, e.g., cooking (learning through failure).
   - (2) People tend to remember if they learn the hard way.
   - (3) Field trips.
   - (4) You are only limited through the teacher's creativity.
   - (5) Bank loans.
   - (6) Photography.
   - (7) Advertisement, recordkeeping.
   - (8) Assembly line, measurement, precision, habit.
   - (9) Making change in a school store.
   - (10) Observation.

3. Major concept: Individuals are different and jobs are different.

a. How far would you go with relating this concept to different occupations? at what age.
   - (1) Supply kids with experience and knowledge.
   - (2) A tool experience, e.g., Bessie is clumsy with tools.
   - (3) Natural emergence through meal working experience.
   - (4) Kids know.
   - (5) Set it up so all kids are good at something.
   - (6) Some kids are just plain not interested.
   - (7) Self-concept of accepting that some people do some things better than others.

Third Discussion Session

Afternoon group task: Think of as many ways to utilize community resources in career education program:

1. PTA's, cataloging resources.
2. League of Women Voters.
3. Jaycettes.
4. Advisory committees from the top level for career education.
5. Planners, organizers.
6. Written resources.
7. The professional organizations of the community, e.g., the State Bar association.
8. The armed services, governmental agencies.
9. The furniture refinisher, window washer, custodian.
10. Sources of free and inexpensive teaching materials (book).
11. Manuals in community of community people at work.
12. Use secondary vocational kids to set up career day for elementary kids.
13. Boy Scouts, FFA materials, county library.
14. The yellow pages.
15. Trace the history of your favorite toy, e.g., material, history, e.g., bicycle.
16. Tracing women's hairstyles from caveman period.
17. Coordinating calendar to historical dates.
18. The ministerial association.
19. The home and family unit.

20. Historical societies.
21. Re-cycling - ecology, home and school involvement.

Fourth Discussion Session

How can I as a state representative in education get others involved in career education back home:

1. What can be my role in an ongoing operation?
2. Washington information bank on career education.
3. Wisconsin State Guide.
4. Get support from people in power.
5. Funding
6. Place high on list of priorities.
7. Explore general education at state level to see where the money is.
8. Involve process people.
9. Develop in-service programs for career education.
10. Conducting workshops in career education for teachers.
11. Write a brochure, do a film.
12. Asking for more resources.
13. We need to find a way to formulate elementary, guidance, community, and home.
14. A mechanism for joint decision-making.
15. Put on career education conferences for labor, colleges, business, etc., at the state and regional level.
16. Clarify the difference between career education and vocational education.

17. A clear definition in each state for career education.
18. Use state consultants generally through their various disciplines to orientate teachers.
19. Plan a weekend retreat for staff developers at the state level.
20. Get people who are "old line teachers" to understand that this is an additive not a complete change.
21. Systematic problem solving sessions.
22. Mandatory inclusion of "career education" at the state framekwork level of career education stuff in film strips, books, etc.
23. Make sure that no group is omitted, e.g., principals, PTA's, etc.
24. Help provide state curriculum guide to career education, write proposals, title them coinage faculty self-study.

The final day of the conference started with a panel discussion consisting of Paul Manchak, Branch Chief, Career Education Personnel Development Center; Frank Parazolli, Staff, Personnel Development Center; Kenneth Hoyt, University of Maryland; Garth Mangum, University of Utah; and William Young, Bureau of Occupational and Adult Education.

The federal officials described different model elementary career education programs in different states. (See Appendix).

The panelists pointed out that for career education to succeed in reforming the public schools in the United States changes are required at all levels of education. They commended the elementary educators for catching the vision of career education. The panelists challenged the participants to become active proselytors for career education, especially with educators in the secondary level and in higher education. This must be done by both example and precept. Elementary educators must show other educators how career education increases students' interest in all subject areas, increases student learning of the basic skills, increases motivation for students and teachers, increases the relevancy of the elementary curriculum, and joins together the school, the home, and the community in a cooperative effort to provide quality education for all elementary students.

The participants were charged to work closely with teachers in secondary and higher education and help these reluctant educators catch the vision of career education and then build upon the foundation of career education started at the elementary level. Elementary educators must also demand that institutions of higher learning involved in training preservice teachers reform teacher-training programs to include career education concepts in the preparation of all public school teachers. Finally, as state elementary education leaders all participants must continue to enlighten and retrain their colleagues in elementary schools by a massive in-service training effort.

Every participant at the conference should arrange and conduct in-service programs in career education at the local district level throughout their home state. This is the level where the job will get done. The most exciting aspect of the whole career education movement is that the leaders in career education are the teachers, counselors, and administrators that work with America's children everyday. It is not a movement imposed upon teachers by university professors or government officials. This is why career education will succeed where other educational reforms have failed.

The conference emphasized the need for in-service training of working teachers, administrators, and counselors. The implication is that as schools begin to change and demand different kinds of personnel, the training institutions will and must respond to these changes. It follows that if the public relations of good programs are as successful as the programs themselves, responsive educator training institutions will become involved by using career education schools as intern locations and by asking career education practitioners to teach courses in the training institutions. Concerned educators can hasten this logical alliance by contacting the teacher training institutions and working out an arrangement whereby academic credit can be given for in-service workshop time. It is then but a short and rewarding step to the recognition by teacher education institutions that such in-service experiences can be incorporated within a preservice sequence.

Continued teacher endorsement of career education depends upon the extent to which it corresponds to teachers' perceptions of student welfare and their own professional identities. Teacher resistance will be directly related to the extent to which teachers themselves are asked to change their attitudes, their philosophies, their competencies, and their teaching methodologies, without conviction that these changes are needed. The teacher must be involved in the process of developing creative career education experiences and integrate the teaching of their academic subjects in the way that suits them; so must school districts design their own in-service programs. Also counselors, teachers, and administrators intent upon changing their training programs to include skills of integrating career education into each of these levels must design their own programs. Career education integration, however, must begin with the teachers.

Each state approaches career education in their own unique way in staff development, curriculum development, and funding. Some common elements, however, can be extracted from the various state practices in implementing career education in the elementary schools. While some of these practices are and were attendant upon proposals submitted for federal funding (and thereby more subject to attrition), the majority of exemplary inservice models have been developmentally generated by state education departments and school districts which predicted career education's currency long before its arrival as a national priority. Another distinguishing feature of these more enduring models is the continuing support they receive from their state boards, and often their state governments. While this support is not always geared to the provision of unlimited funds, it is marked by the extremely good press associated with public commitments by individuals or institutions who can either influence or establish long-range educational policy.

If career education were really new and only an Office of Education invention, one would be wise to adopt a "wait and see" attitude before making a major investment of time and effort. However, what is currently called career education is only a modest extension, though a general endorsement, of trends which have been under way for at least a decade. It has grown out of concern for the demonstrated difficulty American youth experience in making the transition from the world of school to the world of work. It is a culmination of more than ten years of conceptualization, research, and experiment.

The primary reason that youth suffers more unemployment and more difficulty making the transition from the school to the world of work now than in the past is that there are so many more of them.

But some portion is undoubtedly due to the fact that they have not equipped themselves with the kinds of occupational skills that society now needs, nor with the kinds of work values that will lead them to see work as a meaningful and satisfying part of their lives. The current high rate of youth unemployment represents a basic reason for installing the career education concept, not an excuse for resisting it.

Widespread adoption of career education concepts and practices in the elementary school will require more than teacher advocacy, though that may well be the single most vital factor in its durability. It will require whole-hearted and immediate community support. Employers should grasp career education's promise quickly and enthusiastically if the message is accurately and honestly relayed. The labor organizations will applaud if they are provided a role. The legislator and school board will ask what it will cost and what it will offer. Education must continue at this level. Planning must include representatives from community institutions, businesses and labor. Minority groups and the handicapped must be included in planning career education programs. Total community involvement must be our goal.

But what evidence is there that career education will make a difference? Society seems convinced that it has paid for a junkyard of educational reforms which appear to have made little added contribution. Despite this logic, all advocates should admit the limited history of the evidences for career education, particularly in the elementary school. All that can be promised is careful evaluation of an effort which at least has more measurable objectives. Final evaluation of career education can follow only after a generation has experienced it and tried the careers which follow it, through an educational and working lifetime. Interim tests can be found in the promise that career education can enhance the learning of academic subjects. That is a testable claim with short-time horizons and adaptable to control group comparisons. Preliminary applications of this test are already available with favorable results. Many more tests should follow; not only of whether, but for whom and under what conditions can career relevance aid academic learning.

One reward is readily apparent in those schools and among those elementary school teachers who have already endorsed and implemented career education: an increased enthusiasm for the role of teacher - "I never knew that teaching could be such fun" . . . "It gets us out of the assembly-line education concept of the first grade as preparation for the second grade and gives us specific objectives related to life rather than more school." These archetypal comments - capped by the ultimate in commitment: "If our experimental grant is not renewed next year, we will go on pursuing career education with our own resources" and "We've never had such support from the community. They wouldn't let us stop if we wanted to" - are heard on every front. One implication may be more autonomy for the teacher, in a profession increasingly constrained by many of the aspects of an assembly line. If the objective of career education - to make work possible, meaningful, and satisfying to each individual - is good for the kids, why should it not be equally good for the teachers?

The final charge given to the participants was to implement the ideas learned at the conference. Each participant must develop strategies to either win the support or continue the support of state and local authorities responsible for funding, developing, and implementing career education programs and curricula. Each participant must continue to train teachers, develop materials, and implement projects in their home states.

All participants committed themselves to implement at least one specific project within three months of the conference. (See Appendix). All the participants accepted the charge to return to their homes and do their best to make their state a leader in career education and help make career education a vital part of the educational program of every state in the United States.

APPENDIX

ALABAMA

1. No policy statement available.

2. No elementary program description available.

3. Participant activities - William C. Berryman

In 25 school systems, we have the Appalachian Grant for implementing career education; in the 121 other systems, very little has been accomplished. My plans include: sharing my ideas gained from the conference with our career education Inter-departmental Task Force, working with consultants in the Division of Instruction, working to dispel the notion that career education is a purely vocational program, and suggesting that career education programs at the state level be placed directly under the State Superintendent, rather than remain as a single Division. "My plans also include: Working with Instructional Supervisors at our three day conference in April, involving people in competency-based pre- and in-service education within the career education concept, and involving those staff members who approve of plans in school systems for continuing professional development."

ALASKA - No materials received

AMERICAN SAMOA

1. No policy statement available.

2. No elementary program description available.

3. Participant activities:

"We are in the early stages of career education, still involved in attempts to define the terms!"

"Although I have no immediate plans, the conference has given me a clear concept of career education."

"My plans are to develop an in-service training program for the implementation of career education in our four pilot schools, and in the Teacher Training Program; I will work directly with the principals, district supervisors, and teachers involved with these pilot programs."

ARIZONA

1. Policy statement

The Arizona State Board of Education and the Arizona Department of Education have agreed on a definition of Career Education, which is a valid reflection of today's thinking on Career Education:

> "Career Education combines the academic world with the world of work. It must be available at all levels of education, from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms."

Career Education is intimately involved with the world of work and with job preparation, but that isn't all it's involved with. Career Education is concerned with the "whole" person and the person's entire life. These are the eight elements or themes of Career Education that need to be integrated or meshed into the curriculum at all grade levels.

Career Awareness - Knowledge of the total spectrum of careers.

Self Awareness - Knowledge of the components that make up self.

Appreciations & Attitudes - Life role . . . feeling toward self and others in respect to society and economics.

Decision-Making Skills - Applying information to rational processes to reach decisions.

Economic Awareness - Perceives processes of production, distribution and consumption.

Skill Awareness - Ways in which man extends his behaviors.

Employability Skills - Social and communication skills appropriate to career placement.

Educational Awareness - Perceives relationship between education and life roles.

Career Education, as a broad concept aimed at breathing fresh new life into the formal education process, includes academic education, vocational education, college preparation, adult education, special education, and much more. In Arizona, Career Education technically began in 1971 when the State Legislature passed a bill and appropriated almost $2 million to begin pilot projects around the State. Thirteen projects were selected during the 1971-72 school year. Each was unique and different in its approach towards achieving the goals of Career Education.

With a 1972-73 legislative appropriation of $3.8 million, the Department of Education funded 20 Career Education projects to further examine various means of fusing the idea of Career Education into the educational system.

Source: Career Education: Leadership in Learning, Arizona Department of Education.

2. Model elementary program - Yuma County

The Career Education program for Yuma County Schools is designed to establish the abilities necessary for the local teaching and administrative staff to effectively implement the concepts of Career Education into the existing elementary curriculum. The goals, objectives and activities of the program are designed to:

(1) Orient the entire educational staff (teachers, counselors, and administrators) with an indepth knowledge of Career Education.

(2) Revise the teaching methods necessary to achieve complete implementation of Career Education.

(3) Direct learning experiences using Career Education as a theme to affect student behavior.

The project is working with 300 elementary teachers in 12 districts. Conferences and workshops are being provided to enhance the understanding of Career Education.

Mini-workshops are being conducted in each district to involve the educators in Career Education-type learning experiences and to identify and/or develop student performance objectives by grade level or subject area. Selected teachers with an expressed interest in Career Education are participating in a special training program to enhance their competencies in Career Education. These teachers will then serve as Career Education Resource Teachers to help conduct mini-workshops.

Students in Grades K-6 are being provided classroom and non-classroom learning experiences designed to enhance the basic learning process. Innovative techniques are being used to motivate learners. Conference/lecture telephones are being used by schools to allow students an opportunity to interview, carry on discussions with, and hear lectures from people in career fields of interest to them when it is not feasible to take field trips.

Elementary teachers are conducting career activities that allow their students to study specific careers using hand puppets and role play skits.

Community and parent resource speakers are bringing current career information into the students' lives. Career guidance activities help students develop self awareness. Students are visiting with different community workers throughout the community to observe them on-the-job as well as inviting them into their classroom. The students follow up these experiences with vocabulary development, letter writing, reading and creative art about what they have observed.

3. Participant activities - Robert V. Kerwood

I have listed below our recommendations:

(1) Continue our efforts by funding projects relating to the following goals for the in-service education of teachers and counselors:

To develop a training package which will serve as an introduction to career education.

To develop training programs for administrators, teachers, counselors, and community resource personnel to provide necessary skills to implement career education.

To provide a cadre of qualified personnel to assist projects in the implementation of career education.

To develop a training program for the utilization of community resources (human and material) for career education programs.

To provide a training/dissemination cadre in conjunction with a school-based demonstration school in the areas of career exploration and preparation.

(2) Finalize the development of the individualized career education in-service packet for teachers, counselors, and administrators.

(3) To meet with representatives with the three colleges of education to develop recommendations for the implementation of career education into university settings which would, of course, include efforts in the preparation of elementary school teachers.

ARKANSAS - No materials received.

CALIFORNIA

1. Policy statement

The California Career Education Task Force has tentatively defined career education as:

> "A comprehensive educational program focused on careers, beginning in early childhood and continuing throughout the adult years. It provides for a broad approach to preparation for citizenship, career development and for life in a world where leisure time is increasing. It involves all students and educators. The emphasis is on individualized instruction, articulated from grade level to grade level. Career education permits each student to realistically assess personal attributes and aspirations, explore occupational opportunities, make a realistic occupational choice, and receive the necessary instruction to develop "Salable Skills" for entry into the World of Work.

The following broad goal for California career education was developed at a workshop held in Sacramento in April 1972 to develop goals for California career education:

> "Through a comprehensive program of career education, each student will develop positive attitudes about himself and others, make sound decisions regarding alternative and changing careers, acquire skills leading to employment, and pursue a life style which provides self-fulfillment and contributes to the society in which he lives. Students of different ethnic origin, sex and socio-economic strata will be provided equal opportunities for successful achievement of these goals."

Additionally, the following ten goals were developed for California's program of career education:

CAREER AWARENESS

(1) Students will demonstrate early and continuing awareness of career opportunities and relate them to their aptitudes, interests, and abilities.

SELF AWARENESS

(2) Students will develop a positive attitude toward self and others, a sense of self-worth and dignity, and motivation to accomplish personal goals.

ATTITUDE DEVELOPMENT

(3) Students will develop a positive attitude toward work and appreciate its contribution to self-fulfillment and to the welfare and productivity of their family, community, the nation and the world.

EDUCATIONAL AWARENESS

(4) Students will recognize that their educational experiences are a part of their total career preparation and development.

ECONOMIC AWARENESS

(5) Students will understand the economic systems of our society and become aware of the relationship of productive work to the economy, and their own economic well being.

CONSUMER COMPETENCIES

(6) Students will achieve sufficient economic understanding and consumer competencies to make wise decisions in the use of their resources.

CAREER PLANNING AND DECISION-MAKING SKILL DEVELOPMENT

(7) Students will engage in their own career making development process. Students will increase their self-knowledge and their knowledge of the World of Work and of the society that affects it, and accept responsibility for a series of choices that carry them along the career development continuum.

CAREER ORIENTATION

(8) Students will gain career orientation that will increase exposure of the options available to them in the World of Work.

CAREER EXPLORATION

(9) Students will plan and participate in a program of career exploration which will contribute to personal and career satisfaction.

CAREER PREPARATION

(10) Students will acquire skills leading to entry-level employment in one or more careers with provision for advance training and continuing education.

2. Model elementary program.

The career education model in San Diego County is a cooperative venture involving the San Diego County Department of Education, Grossmont Union High School District and La Mesa-Spring Valley Elementary School District. Two elementary schools and one junior high school in La Mesa-Spring Valley District participate and Mt. Miguel High School in Grossmont is involved. The population served by the project involves over 5,000 students. The elementary component is unique in that all of the schools are organized on a 45-15, year-round basis. This provides significant opportunity to develop materials for the intersession classes which are very similar to a school-type offering. In addition, it releases teachers for more frequent staff development and program planning activities.

The focus of the program has been consistent with the model designed by the career education task force. Elementary teachers are very much involved in self-awareness and career-awareness activities utilizing both commercial and teacher-developed materials. At the middle elementary grades a strong effort has been made on field investigations, particularly during the intersession. Approximately one-third of the elementary teachers have voluntarily registered for an extension class from California University, San Diego, in career education.

One of the other major purposes of the San Diego project is the development of the career cluster concept. A project goal is for all teachers to orient some aspect of their classroom to specific career clusters during a particular month. In this way, it is hoped by the close of the school year every teacher will have had at least one activity relating his subject to each one of the fifteen clusters.

3. Participant activities - John H. Peterson, Regional Administrator

(1) What is the status of elementary school career education in your state?

Ten research and demonstration sites were selected to install career education concepts at the local level. Five of these sites have developed career education activities at the elementary level. We have just completed our first phase of funding under Part "C" and Part "D" of the Vocational Education Act and we are currently launching the second phase of funding. All ten sites will have activities at the elementary level by next September.

(2) What do you intend personally to do to encourage, implement or expand career education at the elementary school level in your state?

I have made the following recommendations internally:

a. The coordination efforts of the State Department of Education should be reviewed and updated. Included in this review should be a plan to inservice the departmental staff regarding the goals and objectives of career education. Strategies to move career education into an operational phase at the county and district level should be developed.

b. Clarification is needed so that information regarding successful career education programs is disseminated and misconceptions which tend to lump career education, vocational education and occupational preparation all into one package.

c. Presentations should be made to our General Education Management Cabinet to assist them in the fusion of career education efforts with the academic subject areas.

d. Efforts should be directed to articulate all career education efforts to age span managers in our department reorganization.

(3) What do you personally intend to do to promote inservice training in career education for elementary teachers in your state? This question is previously answered in the beginning of this letter and the enclosed materials.

COLORADO

1. Policy statement

All Colorado public education agencies should assure that every person has the opportunity to develop:

a. competencies for living and earning a living; and

b. wholesome attitudes toward work and the worth of the worker.

In order to accomplish this, the goals and objectives of the State Plan for Career Education will provide that learners should:

a. be made aware of a large number of occupations and careers;

b. identify their own interests and aptitudes;

c. be involved in the exploration of selected occupations and careers;

d. acquire individually determined career competencies, including necessary skills and academic backgrounds; and

e. be provided with opportunities for placement as needed to achieve the next stage of their career plan.

The intent of this policy is that Colorado develop a comprehensive system of career education and career education services in all public education institutions by 1979.

The state public education agencies and all local education institutions will need, through cooperation and coordination, to use Colorado's total education system to effect Career Education. Without question, more than education is involved. There must be changed in the attitudes and expectations of government, business and industry, labor, educators, parents, students, and the general public.

WHAT IS CAREER EDUCATION?

Career Education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation. These decisions will be pertinent to the life roles of the family, citizenship, leisure time, as well as work.

2. Model elementary program - Holyoke School District, Re-1J

Located in the northeastern corner of Colorado is the small rural school district of Holyoke, Colorado. It is a good example of career education in a rural area. It has one elementary school. Every elementary student participates in the Career Education Program. From kindergarten to grade three the students develop positive attitudes toward work, and investigate the local community. Grades four through six incorporate the concepts learned in the primary grades by studying the interrelationships of communities (especially Holyoke) to the world of work.

The elementary program uses an activity -centered approach. It utilizes resource persons from the local community as speakers and in organizing field trips. Activities in the classroom include simulated work experiences such as operating a grocery store, a lawnmower and bicycle repair shop where the students disassemble and reassemble a lawn-mower and bicycle, and the creation of a canning industry. In all these activities the students learn both academic and work concepts. At all grade levels each student prepares a career notebook.

The extensive use of teacher aides and parent volunteers helps conduct the program. Administrative support is strong. Financial support comes from state and local money although enough local support exists to allow the program to continue even without outside funding.

3. Participant activities - Jeanne Werschke

a. Stage of career education in the state of Colorado

In Colorado, we have presently developed a state plan jointly with the State Board for Community Colleges and Occupational Education. This plan needs to be adopted by the three main state educational agencies - Colorado Department of Education, State Board for Community Colleges and Occupational Education, and the Colorado Commission on Higher Education. We currently have a USOE model in Jefferson County, a component of Career Education in our urban/rural project and five pilot programs funded jointly by the CDE and SBCCOE using EPDA monies. We are still in the stage of need in the following areas: (1) need for coordination of state agencies, (2) dissemination of correct information of present status, (3) more involvement with business/industry.

b. What I plan to do upon returning to Colorado:

(1) Continue working with pilot programs.

(2) Presentations to local school boards and other interested groups of the community for dissemination of Career Education concept.

(3) Assist local districts in establishing priority based on needs assessment as well as the reallocation of existing resources to Career Education.

(4) Continue coordination efforts on the state level.

(5) Disseminate information and involve other areas of the Colorado Department of Education - migrant education, bilingual education, special education.

(6) Plan a statewide career education conference in cooperation with SBCCOE, IHE, and local school district as well as interested business/industry groups.

c. Planning for in-service

(1) Continue efforts with local in-service career education coordinators.

(2) Dissemination of information, present status, future projects to Colorado Deans of Education.

(3) Work cooperatively with any IHE and the Commission of Higher Education in establishing in-service programs based on need of teachers.

(4) Plan, attend and assist in already planned in-service workshops for the summer.

CONNECTICUT

1. Policy statement

Historically the education of children has been designed to prepare them for the life they could be expected to experience in the future. Not all children received the same kind of education because their stations in life were different and there were different expectations of them. Personal motivation, innate talent and ability, access to educational opportunities and the opportunity to utilize those educational opportunities were factors that played an important part in the education of the young.

Today in the United States we virtually have universal mass education. State laws require children to attend school until they are sixteen, and the continuance of their education is strongly encouraged from all quarters. While there are many views on what should constitute the basic education of all the young, most will agree that each individual should be prepared to cope with the demands of the present world and the exigencies of the future.

In a world characterized by rapid technological changes and fluctuating economic trends children need to be educated for adaptability and versatility. Whereas in the past these changes and trends have been relatively slow, often taking generations to occur, today major changes can take place within a decade. Job obsolescence is not uncommon, and many of the jobs that the present school population will be called upon to fill are yet to be created. New and creative educational approaches and programs may be required to cope with this reality. The school has been hard pressed to keep up with the tremendous changes taking place in the society within which it is encompassed. Professional schools at the collegiate and graduate level, vocational education programs at the secondary level, and certain specialized vocational schools have given good preparation to a few for a few vocations: but such opportunities do not meet the needs of the majority of our students--their need for job entry skills and their need to be able to progress and adjust to changing opportunities and demands. The career development concept in career education requires that these needs be met for all students.

In rural America of the past century the work role models were near at hand, but in the urbanized society of today work role models are for the most part far removed from students' experiences. Children often are unable to describe the nature of their parents' jobs or occupations. Seldom do they have appreciation of their personal contribution to the welfare of society through their work, nor is there any understanding of the values, the satisfactions, the rewards and the demands as well as the dignity afforded the job or occupation. Among the growing numbers of families that are without both parents, or in cases where the parent or guardian is chronically unemployed, youth may have to seek out and emulate a work model who is outside the family.

Career education is a broad sequence of learning experiences provided through formal education and use of community resources. It is a state of mind favoring a mode of inquiry for examining, preparing for and coping with the working world. The focus is on planning; on the life process of career choices; on preparation appropriate to an individual's needs, values, interests and apptitudes; and on the more general needs and values of a diverse society. Individual career development encompasses a series of decisions and progressive experiences throughout a lifetime.

The need is apparent for closer and more productive relations with the community-at-large so that it can serve as a laboratory where the dignity of the individual and the dignity of his work can be made an integral part of the understanding of students. The schools, in cooperation with the home and community, should be willing to assume responsibility for the education through experience of the young in the world of work, the world of living, and the world of leisure and recreation.

Career education may be divided into six phases or steps: career awareness, career orientation, career exploration, career preparation, career placement, and career advancement. These aspects of career education should embrace the total spectrum of schooling, from pre-school through adult education, and are designed to encourage the development of an understanding and a resulting appreciation of the working world at a very early age and as long as necessary.

The constellation of activities that constitute a career reaches into many facets of a person's life--his value systems and life style, his talents and education, his family life, his leisure time, and his social involvement. An individual's initial and continuing career decisions and choices can have a significant impact on his life and on the lives of those around him.

Each student must become aware of the occupational world, its possibilities and its demands. Further, he must be provided educational opportunities which recognize that the development of an effectual human worker relates to the way he has come to view himself. At earlier stages of development an effort must be made to help each child develop a positive attitude toward self that will provide the foundation for coping effectively with life's tasks. Concomitantly, it should be recognized that human developmental processes which result in constructive careers will bring sound individual and societal returns.

The concept of career education supports any worthwhile activity that gives rise to preparing for one's life work. Furthermore, such activities will give the student opportunities to gain insight and achieve a realistic self-assessment of his talents, motivation, interests, creativity, personality traits, and unique needs.

Career education is congruent with the need for basic education and the general cultural education required by all people to survive in the world of the future. Students will pursue purposeful goals whether they be preparation for future education and later employment or a more immediate preparation for employment. The basic academic subjects, such as mathematics, science, social studies and language arts, may become more relevant because the student is helped to see the relationship to future career goals. As a motivating force career education may strengthen the child's quest for knowledge, his enjoyment of the learning experience, and the value he places on the development of his talents. The career implications of all education and the educational nature of all experiences need to be recognized by teachers who are familiar with the world of work as well as the academic world.

The amount of formal schooling each student will receive varies. Before each student leaves the school system he should be prepared for the next phase of his career, be it at the (1) apprenticeship or on-the-job training level, (2) entry employment level, (3) entry into vocational-technical preparation at the post-secondary, non-baccalaureate degree level, or (4) entry into career or professional preparation at the baccalaureate or advanced degree level.

Equality of opportunity dictates that each person be prepared for employment prior to completing his formal education by mastering basic learning skills, by achieving some realistic degree of self-understanding, by formulating positive attitudes based on a clear knowledge of the abilities and the requirements necessary to pursue a chosen occupation or career, and by acquiring entry skills. Furthermore, career education must focus not only on the interests and needs of the individual, but also on the needs of society, the economy and employers.

Career education should provide the means for all students to receive the guidance and instruction needed to make intelligent career choices and appropriate career progress. It should provide the means whereby each student may acquire the knowledge, the employable skills and the values needed to make career choices, to progress in chosen careers, to adapt to change, to learn new skills, and to move in a planned manner through a lifetime career development appropriate to his interests and abilities. In sum, it requires a mustering and organization of school and community resources and activities to make the achievement of career development a reality for every member of our society.

2. Elementary program.

CAREER EDUCATION IN THE UPPER ELEMENTARY GRADES

Purpose:

Career education are those experiences provided by the school and the people in the community that enable an individual student to better understand himself in relation to his environment in which he must function effectively.[1]

Philosophy:

Work is important and the choice of a career is one of the major decisions that a person will make. However, work is _not_ the totality of one leading a productive life. Work is _not_ the sum total of human existence. Schools have a responsibility for aiding students in the development of his total personality so that he may become an effective, positive contributing member of his society.

We propose that in order to help students in career exploration that the school curriculum should encompass _several_ careers. All students have or will have the potential for careers as:

(1) A producer of goods or renderer of services.
(2) A member of a family group.
(3) A participant in social and political life of society.
(4) A participant in avocational pursuits.
(5) A participant in regulatory functions involved in aesthetic, moral and religious concerns.[2]

An individual student will need to make decisions relative to each of these careers. Not only are their decisions and choices to be made within each career itself, but also about the total life style in which he will live. His decisions and decision-making processes will become personalized. Consequently, great efforts should be expended to help each student develop increased power to make rational choices which affect his present and future pattern of living. This career education program for upper elementary students will touch on some aspects of all of these "different career" types. However, major emphasis will be placed upon the careers that deals with a person being a producer of goods or a provider of services, and a participant in avocational pursuits.

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[1] Dr. George Elias

[2] Dr. K. Goldhammer, Oregon State University

Change in learning environment:

We will try to influence the learning environment by:

- Helping students understand the PROCESS through which they must go in order to get information about different types of careers. This PROCESS should be based upon students continually evaluating their own interests, aptitudes, attitudes in relation to the wide range of career opportunities available to them. Career development involves a whole series of choices as students go through life.
- Relating the school to the "outside world". The school as "an isolated fortress" will not be able to exist. Educators will take their students out into the career world, not as a frill, but as a teaching method for basic knowledge and skills.
- Bringing the career world into the classroom. The school and community will become a continum of learning and relating for the students.
- Bringing together the school, parents, and community as members of a team as they become a part of the ongoing educational program in career exploration.

We've purposely included exploration in "careers" other than the traditional "work career". However, central to this program will be the fullest exploitation of the rich resources available in the working world. As students interviewed and become acquainted with workers in their jobs and professions, they found they were also turned on by discovering that these people had avocational interests and life styles. Thus it was important as students discovered people whom they admired that they could start relating to the "totality" of the human personality.

Problems:

We identified certain problems in our traditional educational structure that led us five years ago to start developing this career education program:

- The curriculum design in elementary education does not take advantage of the potential incentive impact and the wealth of knowledge that exists in the modern World of Work.

- Most children living in the midst of a business-industry complex remain ignorant of the jobs in which even their parents earn the family living. They also have a limited view of the many job options that are available to them in our fast changing society, and maintain their view into adult life.

- Students so often have no opportunity to see the relationship between their academic studies and the jobs they may choose.

- Students are often asked to decide upon a certain academic track before they have an opportunity to know what other options are open to them.

- Students often are unduly influenced by unrealistic goals sometimes set by parents, school, and the community.

- Students often make premature and unwise career decisions because they have not had a reliable and comprehensive body of information upon which to base their career choice.

- The educational system has not placed positive emphasis upon providing opportunities in which a student can become aware of his uniqueness as an individual. Students have not been able to continually evaluate themselves as they are today and as they move through the process of "becoming".

- Career exploration is often seen as an area which can be deferred until the high school years or until college work has been undertaken. We actually have been selling elementary youngsters short.

Program Objectives:

Our overall goal is to provide all students with a broad and representative exposure to the World of Work so that they will have a reliable and comprehensive body of career information. As a student goes out into the community and identifies closely with all types of people in the working world, he is provided with a milieu which gives him a "backdrop" against which he will be able to see himself more clearly. It is reasonable to assume that with this combination of emerging self and continuous exposure to the people in the World of Work and in his community, a student's capacity to make ultimately wiser and more personally satisfying career choices will be greatly increased. WOW provides a basic career exploration process whose essential principles can be applied by the student to enable him to explore successfully his current and future career interests. At the same time he will be exploring his other careers . . . .

Program Direction:

Career education in the upper elementary grades:

- Will be part of the curriculum for ALL students.
- Will allow students to make investigations and observations of people in several career clusters.
- Will provide experiences so that students will get to know the "totality" of the people they contact.
- Will provide first-hand experiences wherever possible.
- Will provide alternate choices if primary experiences are not feasible.
- Will design "hands-on" experiences, both in and outside of the school-room.
- Will provide for small group interaction as students periodically examine their interests, apptitudes, and values.
- Will provide opportunities so that students will have continued experience in developing the skills of photography, interviewing, observation and decision-making.
- Will encourage person-oriented thinking and structuring for individual life styles.
- Will define a new role for parents, members of business and industry and the professional staff to join together in designing and structuring career exploration experiences.
- Will delineate THE PROCESS whereby students use all different types of resources in order to get career information.

ORGANIZATION FOR THE EXPLORATORY PROCESS IN CAREER EDUCATION WHEREBY AN ELEMENTARY STUDENT DISCOVERS HIMSELF IN RELATION TO THE PEOPLE IN HIS ENVIRONMENT

The students will be given many opportunities to:

- Explore his own interests.
- Discover people whom he admires and likes
- Interact with all types of individuals who have different life styles.
- Use photographic, interviewing, and writing skills to facilitate his continuing education.

3. Participant activities- Arthur E. Soderlind

   a. The position paper being developed will go to the Commissioner and perhaps to the State Board of Education to be accepted as a policy statement.

   b. While some funds have been allocated to elementary schools within a guidance function, it is necessary to get the classroom teachers involved.

   c. The statewide in-service aspect is still to be worked out within the broad outlines of the department.

DELAWARE

1. Policy statement

Project rationale:

As a result of career education requirements generated by a complex technological society, educators began to focus on the need for all children (K-12) to participate in vocational education programs. It is no longer possible for parents and educators to make a legitimate distinction between academic and vocational education. Each is dependent on the other - academic education requires the processes and techniques of vocational education in order to bring meaning, realism and purpose to educational programs. Vocational education on the other hand, must use traditional academic "tools" in order to keep pace with the expanding technological requirements of business and industry.

Delaware's Occupational-Vocational Model is being developed to bring about a synthesis of academic and vocational education in an operational setting consistent with the philosophy of providing relevant career education for all students.

Goals:

- To establish a system to serve as a model for future expansion of vocational education in Delaware.
- To create a meaningful, cooperative effort between one county vocational-technical school and one local school district for the purpose of expanding vocational education to meet the needs of all children.

Objectives:

- Broad occupational orientation at elementary and secondary school levels to increase student awareness about occupational options available in the "world of work."
- Programs for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time they leave school.
- Work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.
- Intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.
- Districts will continue the successful elements of a Program after federal support funds are terminated.

2. Elementary program

The complete Career Education program in Milford is a federally funded pilot project. It has borrowed concepts from other school districts (the popular Technology for Children program in New Jersey, for one) and developed several of its own ideas that are particularly relevant to area youngsters and functions as a delivery system for career education.

The program itself has been developed around clusters of occupations--Marine Science, Business and Office, Construction, Personal Services, Transportation, etc. The related fields that make up such a "cluster are used to devise programs, projects and work situations in order for students to see the application of mathematics, science, social studies, etc."

Naturally, the Career Education programs grow more complex as students move through elementary stages into the high school.

Milford's federally funded project has been most apparent in the lower grades. Under the T4C concept (Technology for Children), teachers and students work together by focusing on many occupational clusters as a source for instructional information and experience.

Moved up to the sixth grade, students have developed their own TV station. "We're trying to acquaint the student with the outside world--with the real things that are taking place around them," summarizes English. "After all, 80 percent of the jobs in the next decade will not require college. Students will take specialized training, however. We see the school's role as making students aware of opportunities that will be available in their "generation."

3. No participant at conference.

FLORIDA

1. No policy statement available.

2. Elementary program - Orange County

Using the staffs and student bodies of ten schools, the Orange County Career Development Program is developing and implementing a career-oriented curriculum in the form of units of work and individualized learning activity packages as the vehicle for teaching both vocational and academic skills. Students in K-6 (Phase I) become aware of careers; in grades 7-9 (Phase II), they explore a wide variety of occupational families; and in grades 10-12 (Phase III), they acquire job entry skills and plan for continued education or entry into the world of work.

Elementary and junior high schools were selected for the following reasons:

Selected elementary schools are feeder schools to the selected junior high schools.

Selected junior high schools are feeder schools to the selected senior high school.

Experiences of elementary teachers with career development projects.

Willingness of administrators and teachers to participate in an innovative program.

Phase I, Awareness: Teachers in six elementary schools working with a career development specialist, a career development consultant, school-based guidance counselors, and using the services of a curriculum writer are integrating an occupational awareness program into the existing curriculum to expand student familiarization and aspirations related to the personal and social significance of work.

At the elementary and junior high levels, students learn language arts, math, science and social studies as they relate to the fifteen occupational clusters identified by the U.S. Office of Education. The instructional materials include career-oriented units of study, locally prepared which include: Goals, Behaviorally Stated Objectives, Concepts, Learning Activities, Materials, Resources, and an Evaluative Instrument.

Educational components include the use of media, concrete hands-on activities, individual and small group instruction and discussions, field trips, simulated work experiences and role-playing activities, research projects to be given orally and in writing to others, video taping of field trips and performances, making films and slides and using them to explain career-oriented activities to others.

At one of the six elementary schools, Lovell, the six-grade teachers taught a unit on hotel-motel management. The class built a four foot high cardboard model complete with balconies, swimming pool, and landscaping. The students visited a motel where they talked with the manager, maintenance men, and maids. They played roles of guests, hosts, and workers. They made reservations, assigned rooms, and figured rates per day, salaries, and labor costs. Upon returning to school a student chairman made a complete report of the visit before a school assembly.

3. Participant activities - Joseph W. Crenshaw

   a. It is encouraging to learn that Florida is out in front of what is being reported in career education on the national scene.

      Florida has already designated career education, K-12, as a top priority. The early steps of moving into a full-fledged program have already been taken. A DOE task force is completing work on a position paper. The State Legislature has indicated in various ways its approval and support. Commitment of all parties is firm.

      Viable projects, some exemplary in nature, are already underway in many districts. Florida has gained its source of direction and is already under steam; we need only to quicken the pace.

   b. As Director of Curriculum, as a DOE task force member, and as a strong advocate of career education, I shall use what influence I possess to encourage its full and fast development.

   c. Directing the day-by-day activities of a staff of state-level elementary consultants, I shall be able to prompt, introduce, and implement in-service training wherever and whenever an opportunity presents itself.

GEORGIA

1. Policy statement - Atlanta, Georgia

Career literacy, frequently an implied goal of education, has now become a specific articulated goal. It funtions with four other literacies--personal, social, intellectual and aesthetic--to provide a frame of reference for curriculum development leading to the realization of student-related systems objectives.

Career literacy is the outcome of a developmental process that transcends school-based experiences. The dimension of career literacy exists within the individual who:

a. develops self-understanding and self-acceptance
   - (1) identifies his personal characteristics
   - (2) cites positive and negative aspects of his personality
   - (3) describes some of his past experiences that affect him and projects future behavior that will lead to self-enhancement

b. recognizes the dignity and self-actualization of work

  (1) assesses the value of various occupations in our society
  (2) reports on the meaning of his own occupational roles and those of family and friends whom he observes
  (3) describes experiences of self and others that illustrate personal development through work roles.

c. develops an expanded occupational awareness

  (1) observes and describes workers and their specific activities
  (2) interviews employed individuals including volunteers and paid workers
  (3) assesses local and national labor market trends through visits, on-hands experiences and employment

d. develops an understanding of careers as they relate to life

  (1) discusses work roles and leisure activities with workers
  (2) reviews printed and A-V materials that illustrate details of careers
  (3) constructs charts, themes, or multi-media career-relevant materials

e. evaluates his own interests, abilities, values and needs as they relate to career orientation

  (1) participates in programs of aptitude and achievement testing, interest surveys, etc.
  (2) discusses his interests, abilities, aspirations, values, and needs with counselors and teachers
  (3) identifies significance of these to work and avocational roles

f. develops employment skills that enable him to earn a living

  (1) enrolls in programs that are designed to provide salable skills

  (2) identifies characteristics necessary to gain acceptance by employers

  (3) demonstrates behavior and skills that are characteristic of successful workers

(4) describes decision-making processes and consequences of choice

(5) develops and illustrates job-seeking techniques

2. Elementary program - Cobb County Public Schools, Marietta, Georgia

Career Development elementary units are an attempt to involve all youngsters in an approach to total education. Not only does the unit approach emphasize the relation of subject matter to the community outside the school, but also it seeks to introduce students to different career clusters found in that community. In addition, this approach stimulates self evaluation by youngsters; that is, each student becomes more aware of himself in terms of strengths, weaknesses, abilities, likes and dislikes, etc. Implementation of the Career Development approach will also offer decision-making practice for youngsters and will encourage active participation of all students to the extent of individual capabilities.

Six elements form the base for the Career Development method -- resource persons, field trips, role playing, occupational awareness, subject matter tie-in and manipulative activity. Through the relation of subject matter to different occupational areas, student learning skills are strengthened and awareness of career characteristics is increased. A field trip provides youngsters the chance to see workers in their work environment, utilizing the "school subject" skills, knowledge and information appropriate to that role. Classroom resource persons also provide students with first-hand knowledge as they share job feelings, information and interests and answer student questions. By role playing various occupations in the unit study, students gain personal insight into that job and are able to experience some of the actual responsibilities, duties and feelings associated with that work role. The final element, the hands-on activity, attempts to unite the other elements in an activity that closely approximates the characteristics of the career cluster being studied, thus allowing youngsters to put their classroom academic skills and occupational information into actual practice.

3. No participant at conference.

GUAM

1. No policy statement available.

2. Model elementary program - Guam

Living at School: A Unit for Kindergarten

The five year old's immediate environment is his world, and because each student will spend much of his future years living at school, the school should assume the responsibility to help each kindergarten student understand his daily surroundings, and the workers with whom he will associate. "Living at School" is a unit for kindergarten that involves the principal, his office staff, the custodian, teachers and student helpers. It also provides knowledge about the physical plant of the school.

During the unit the students acquire a basic understanding of school life and the duties of the persons working at the school. The objectives of the unit include both affective and cognitive objectives. The learning activities provide for a visit with the principal at work in his office, an observation of the office staff typing letters, and a visit with the custodian where students handle and use the custodial tools. The students also plan a model school and role-play different school personnel at work. The students make a picture notebook about the workers in the school. The unit also includes a sample-test for evaluating student understanding of the unit.

3. Participant activities - Clotilde C. Gould

   a. Basically, career education does exist at the secondary level of education, but without the title "Career Education." The Trade School is creating many practical courses applicable to local job needs for the "learning to live" concept.

   b. At the present time, I am designing a handbook to help educational leaders organize ideas for introducing career education to teachers. The person introducing these concepts should use a teacher oriented approach and convey, by word and feeling, an empathy for the work environment and for the potential artistry of the practicing teacher. We believe that career education is good education and that career education teaching is effective teaching.

The handbook will also help consultants and workshop leaders plan introductory activities for groups of teachers. What follows is not an overview of the field of career education, but rather a resource to be utilized so that each participating teacher can be sufficiently informed to begin at least one career development activity in his own classroom. Our strategy is to cultivate interest in doing career education with children.

Teacher educators will be able to use the handbook to plan units, workshops, or mini-courses to introduce career education activities to undergraduate students; but because this is a guide, not a program, bibliographies, tests, and other traditional college teaching materials will not be included. We assume that our leaders have studied background material about career development and have expertise in instructional management. Course outlines and text-type material may be developed at a later time if a need is indicated.

HAWAII- No materials received

IDAHO

1. Policy statement

Career education is viewed as a way to bring a relevant theme that is a part of all public education offered in a public school system.

Career Education Defined: It is a comprehensive educational program focused on careers, which begins in early childhood and continues throughout the adult years. It provides for a broad approach to preparation for citizenship, career development and for life in a world where leisure time is increasing. It involves all students and all educators. The emphasis is on individualized instruction, articulated from grade level to grade level. Career education permits each student to realistically assess personal attributes and aspirations, explore occupational opportunities, make a realistic occupational choice, and receive the necessary instruction to develop "Salable Skills" for entry into The World of Work.

Some basic premises to be followed in this program are that Career Education:

- involves all students--and all instructors.
- involves extensive exploration of occupational alternatives.
- emphasizes individual instruction and student determination.
- includes specific preparation for occupations.
- contributes to student incentive and aspiration.
- is a continuum that begins at kindergarten and extends into employment.
- assures realistic occupational choices.
- is an automatic articulation ladder from grade to grade and level to level.
- permits each student to realistically assess personal attributes as a part of setting life goals.
- promotes wholesome attitudes towards work.
- is accommodated within the present structure of the public schools.
- enhances rather than supplants the traditional subject matter disciplines.

2. Model elementary program

Boise Independent School District

The Boise Independent School District has a U.S. Office of Education Pilot Project entitled Career Awareness. It is an on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community, and bring the community into the classroom. Self-development and self-understanding are stressed. Activity and student involvement is the theme.

The Elementary Awareness Component (Grades Pre K-6) include programs designed to:

Develop in pupils attitudes about the personal and social significance of work.

Develop each pupil's self-awareness.

Develop and expand the occupational awareness and the aspiration of the pupil.

Improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

3. Participant activities

   a. We have a State Board of Education and State Superintendent commitment to career education and an implementation guide that has been disseminated to the schools of the state.

   b. (1) Work with the Bureau of Educational Services and Planning Division for direction and focus.

      (2) Report results of this conference to SDE staff.

      (3) Based upon the focus and directions from (1) develop a plan for implementation of Career Education.

      (4) Develop evaluation strategies.

      (5) Begin development of pre and in-service education workshops in conjunction with (1) and (3) above.

   c. Stated in b (4) above.

ILLINOIS

1. No policy statement available.

2. Model elementary program

A Brief Description of the Best Specific Examples of an Elementary School Career Education Project Underway in the State

A.B.L.E. Project
Walt Wernick
Northern Illinois University - DeKalb, Illinois

The A.B.L.E. (authentic, basic, life-centered education) Model Program is an attempt to construct a visible model with "The World of Work" as the organizing center for the curriculum of the elementary school. Based on the philosophy that the study of occupations is a suitable place to start instruction for young children, "content" opportunities of occupations have been identified and linked to other significant areas of the traditional curriculum. This approach has been suggested by many educational reformers but never organized into an instructional plan of this magnitude. In order for the support system which should compliment a teacher's instructional program to be available for review, the ABLE Project attempted to place a "visible" teacher, one whose planning, implementation, and evaluation would be based upon performance criteria, into a "visible" setting. It is anticipated that accent upon teacher utilization of the resources of the school and community will enable the system to project new dimensions of an elementary school teacher's work.

Career Development for Children Project

Larry Bailey, Project Director
Southern Illinois University - Carbondale, Illinois

This project is designed to involve children, beginning in elementary school, in experiences which facilitate the broad goal of "vocational maturity." Vocational maturity is used to denote something different than traditional vocational education which is usually geared to specific skill training, or in the elementary grades, to a study of occupational information. The curriculum development is not aimed at teaching manipulative skills or presenting stereotyped pictures of the work community. Each of eight levels are being prepared in the form of a complete instructional package including a teacher's manual, student materials and text, and supporting instructional aids (e.g. study prints, transparencies, and filmstrips). Content is to be organized into instructional units which include (1) purpose, (2) terminal objectives, (3) primary activities, (4) instructional materials, (5) reinforcing activities, and (6) related references. Innovative activities and materials will be specially created to achieve designated objectives. A unique feature of this program will be its flexibility which will make implementation possible in many types of local school situations.

3. Participant activities - Lynn Troute, Consultant

   a. What is the status of elementary school career education in your state?

      During FY 1972, Illinois had 783,835 K-8 students enrolled in occupational information programs and the Division of Vocational and Technical Education reimbursed schools at

$511,929 for these programs.

b. What do you intend personally to do to encourage, implement or expand career education at the elementary school level in your state?

(1) Provide consultant services to local educational agencies.

(2) Develop for general distribution a brochure on K-8 occupational information program suggestions.

(3) Development of audio-visual presentations on behavioral objectives for use with elementary personnel.

(4) Development of outline pertaining to the organization and use of lay groups in the elementary occupational information programs.

(5) Conduct nine regional conferences on occupational information programs designed for elementary administrative personnel.

(6) Provide the Professional and Curriculum Development Unit and the Research and Development Unit with priorities for occupational information so that requests for proposals may be prepared and become part of the priorities.

(7) Review special contracts submitted to the Professional and Curriculum Development Unit pertinent to occupational information.

(8) Review special contract submitted to the Research and Development Unit pertinent to occupational information.

(9) Confer with regional directors of the Program Approval and Evaluation Unit on One and Five Year Plans involving the K-8 occupational information program.

c. What do you personally intend to do to promote in-service training in career education for elementary teachers in your state?

(1) Assist local educational agencies in planning their organizational in-service programs relevant to K-8 occupational information.

(2) Promote and assist superintendents of educational service regions in planning and organizing elementary in-service programs.

(3) Participate in in-service training programs with the Department of Children & Family Services, Department of Mental Health, and others with educational responsibilities.

(4) Initiate and assist in developing occupational information seminars and workshops throughout colleges and universities.

(5) Developing as part of comprehensive K-8 occupational information publications a suggested list of in-service training activities for local educational agencies.

INDIANA - No materials received

IOWA - No materials received

KANSAS

1. No policy statement available.

2. Model elementary program - Lawrence, Kansas

In developing the elementary program for our Lawrence Schools, we have found that this new facet of education can be integrated into the curriculum as it now stands. In fact, our definition of occupations education indicates this: "In the daily educational program, add, wherever possible, an emphasis on the occupations related to the topic being presented. Develop occupational awareness." Occupational awareness indicates that the student will have knowledge of the skills involved and an appreciation of the work done.

We are introducing the students to many different types of occupations as they relate to a subject the students are already studying. This can be in any area of the curriculum from the language arts area to music and art. Social Studies is the natural place for this emphasis. Examples include: bringing in the electrician during a study of electricity or a city commissioner to talk with the class during a unit on city government. The teachers are finding that it greatly adds to the effectiveness of the subject as the students make application to the "real life world."

Respect for all occupations is vital to the concept of the world of work. We believe that this Career Education emphasis should help the individual student develop good self esteem, increase his capacity to be self sufficient and help him become a responsible citizen with pride in his work and a keen appreciation and respect for all people and their work. This creates a necessity for the development of those self-awareness characteristics so important in preparing for the world of work - which, after all, is good social adjustment.

Research has proven that choices of occupations are made from experiences occurring during the grade school years. Some occupations are chosen in relation to a student's hobbies during his third to fifth grade years. It has also been found that a child's character is greatly developed and set by the fourth grade. The students of today must have a broader base from which to make their decision of a life's vocation since there are now 20,000 different kinds of jobs from which to choose. It is on this basis that we believe Career Education to be a necessity for the elementary level.

Source: Lawrence Career Education: K-12

3. Participant activities - W.A. Rumbaugh

   a. Kansas presently has a number of successful career education programs in operation. Our model was developed around using a large-urban school setting (Kansas City), a suburban type (Lawrence), and a rural school district (Clay Center). The State Board has adopted a position paper on career education. We are publishing a Guide to Career Education and a subsequent manual for school administrators to use in developing a career education program. We have 17% of our school districts who have adopted a career education plan formally. In-service activities have been instituted for about 1800 of our teachers and administrators. We have about 12,000 to go.

   b. We need to:

      (1) Put together a department-wide task force on career education immediately.

      (2) Hold a conference with all the academic deans and education deans of institutions immediately to discuss a state plan for teacher education.

      (3) A follow-up system of orienting teacher educators to career education concepts is the goal of the above meeting.

      (4) A State Department in-service program be planned by the task force group.

(5) A public information program be instituted on what we are trying to do.

c. In-service teacher education needs to be handled by a consortium approach.

KENTUCKY - No materials received

LOUISIANA - No materials received

MAINE

1. Policy statement

Career Development - A Rationale

It is imperative that the American school system be reshaped to meet the needs of today's youth. In the opinion of Sidney Marland, U.S. Commissioner of Education, the curriculum must be blended into a single entity that provides academic preparation, career development, and vocational education. Each student must be prepared to enter either the work world or the educational world with the skills necessary for success. Career education will require a shift in educational practice and a reordering of priorities in our schools. The teacher, guidance counselor, and vocational educator must set aside differences and mold their talents in a team effort to transform the schools. A crucial goal of career education is the elimination of education practices that "track" children into patterns which acquire the stigma of second class citizenship. All educational efforts must reflect a commitment to help youth acquire the skills for success in adulthood.

Schools and school systems in Maine have reflected a traditional orientation which focus on the development of academic skills in college preparatory programs. An orientation or philosophy of this type does not prepare all students for transition to the work world. For those students who are less interested in cognitive learning and who would profit from development of manipulative skills, there is little choice. Career education is an attempt to meld the best elements of educational practice into a viable model that provides for all students. A realistic goal for all educators would be the improvement of education in qualitative terms. Evidence is needed that demonstrates to the public the impact education has on youth preparing them for participation in our society.

Career education is oriented to providing youth with the skills for citizenship participation, job performance and the attitudes for successful relationships with other adults. The pressure from parents, businessmen, teachers, and students are challenging all school personnel to integrate career education and orientation into the curriculum. In doing so, the students will benefit in many ways. For example, they will make a more effective transition from school to work, and to have a better understanding of their individual abilities, interests and responsibilities. The above objectives of career development have not been fully met. With increased emphasis on preparing students for the transition to work, the school will be viewed as more relevant and meaningful. Students will be better prepared to appreciate the meaning of work in our culture and the role of work in their lives.

Since many students have not made a satisfactory transition from school to work our goal is to help them identify a career goal and prepare to enter it. Children need to develop an attitude of responsibility and a desire to involve themselves in their society. The main emphasis of the Career Development Guide is to suggest practices that should help the classroom teacher in this crucial task. It is anticipated that career development activities will be integrated into the child's total life experience and curriculum practices. A developmental approach is necessary to insure that such preparation occurs in all curriculum activities. Each child must be involved in a career education program that exposes him to the occupational world and facilitates the development of a positive self concept. A child should be exposed to tasks and learning experiences that are appropriate to his physical and mental development. A career development program that considers these variables will be more meaningful to children.

Before proceeding further it is imperative that we define the terms career education, career development, and career awareness. In some respects their interpretation is similar, but several differences are evident:

a. Career Education: As commonly defined signifies a concerted effort to educate youth as early as kindergarten in exploring careers and acquiring the skills necessary for transition to a job. Career education is a melding of diverse curriculum efforts into an unified whole that requires the academic, vocational, and guidance specialist to plan integrated learning events. In sum, it is a planned, sequential, orderly curriculum effort.

b. Career Development: Efforts to implement and define this concept in the school are usually viewed as token or non-sequential events that may occur at various times in the educational experience of a child. It is often interpreted as a series of career development activities that occur in the elementary, junior, and senior high school. They are not related in a planned, sequential system. Chance plays a vital part in most career development programs. If a particular teacher or counselor is interested, the program may succeed. Often, because of poor planning or non-involvement of a staff majority, the efforts fail.

c. Career Awareness: The concept signifies a series of loosely related events that attempt to stimulate the child to become interested in his career concerns. Career study units in Social Studies classes exemplify the type of effort typically made under this term. Our efforts to date have been less than promising.

The career education concept is more in tune to the needs of society and each individual. The quality of career education programs will determine the impact that is made on content and process of all education efforts.

Objectives

The following objectives for career development are set forth to encompass broad learning and experiential activities. Each objective is geared to involve the student in realistic learning experiences to insure his obtaining purpose and direction in preparation for life.

1. Introduce the student to the world of work and career opportunities.
2. Establish the relationship of occupation skills to academic skills.
3. Develop through exploration, a self-realization in line with abilities and interests for future career selection.
4. Acquaint students with problem solving techniques as they prepare themselves for the world of work.
5. Encourage the student to understand that career selection is related to the needs and abilities of the individual.
6. Develop an understanding and appreciation of the inter-relationship of the various careers in the world of work.

In sum, career development programs increase the relevance of school by focusing on the students career choice. It provides students with informed guidance from teachers, counselors, and other school personnel. A viable career development program will be sequential and continuous throughout the school experiences of each child.

Source: Career Development Guide for the Elementary Schools, State of Maine Department of Education

2. Model elementary program - Maine

The career education curriculum for elementary students in Maine stresses two major areas of learning.

a. Identification with a worker: Ages 5 - 10

Father, mother or other significant persons. The concept of working becomes an essential part of the ego-ideal. Principal Developmental Tasks of Middle Childhood:

(1) Developing fundamental skills in reading, writing, and calculating.

(2) Learning physical skills necessary for ordinary games.

(3) Learning to get along with age-mates.

(4) Learning an appropriate masculine or feminine social role.

(5) Developing concepts for everyday living.

(6) Developing conscience, morality, and a scale of values.

(7) Achieving personal independence.

b. Acquiring the Basic Habits of Industry: Ages 10 - 12

Learning to organize one's time and energy to get a piece of work done: school work, chores. Learning to put work ahead of play in appropriate situations.

The Bureau of Vocational Education published a series of lesson plans on career development. Language arts acts as a pivotal subject for all career education objectives and activities. Social studies, mathematics, science, health, and physical education topics provide additional opportunities to integrate career development activities into the elementary curriculum. The lesson plans for grades four through six develop the theme of meeting people, watching people, and talking with people as a focal point for all classroom.

Sample Lesson Plan - Grade Two

OBJECTIVE

To invite families of class members as well as local people with interesting jobs to demonstrate their work in the classroom.

PERFORMANCE OBJECTIVE

To be able to tell how man uses numbers in a job with specific reference to one person known to the child.

ACTIVITY

1. Set up a play store. Have articles purchased with real coins. Write sales slips. On sales slip count the number of articles purchased and add sums of money.

2. After an initial presentation of coins and their value have a local merchant visit the classroom and tell what he does with the money people exchange with him when they purchase articles.

3. Demonstrate writing a sales slip showing dollars, cents, and other symbols.

MATERIALS

pencil, paper, sales slip

EVALUATION

1. Do the children realize the value of a sales slip? both to the buyer and store owner?

2. Do they see how change is made in relation to a sales slip?

3. Can they make a facsimile of a sales slip - add up the cost of items and find a total?

Sample Lesson Plan - Language Arts
Grade Five

OBJECTIVE

To illustrate change in the "World of Work." Act out roles of workers, comparing yesterday with today.

ACTIVITIES

1. Discuss "change" as a necessary part of life.

2. Compare occupations then and now.

3. Introduce role-playing of occupations.

4. Divide the class into teams.

    a. Resource team - (research)

        (1) books and encyclopedias
        (2) resource people from the community
        (3) collecting artifacts
        (4) interview
        (5) museums and antique shops

    b. Writing team

        (1) Develop role-playing skits
        (2) Publish a career newspaper

MATERIALS

cardboard, paint, wood, tools, crepe paper, old and new clothing, sewing machines.

EVALUATION

1. Did the team follow through on projects?

2. To what extent did each individual participate in the team projects?

3. Participant activities - Villa H. Quinn

    a. We have had a state meeting on career education financed by vocational education and divided the state in sections. Each section is conducting meetings on career education to see what needs to be done and acquaint people with career education philosophy. The University of Maine and the Bureau of Vocational Education have developed curriculum guides and others are in process.

This summer we are having several area workshops for teachers.

b. I will assist in coordinating the agencies in the State Department of Education and aid them in understanding the meaning and philosophy of career education, emphasizing ways in which it will help the content areas to be more affective.

c. I plan to work with vocational education and the rest of the committee who are planning the summer workshops. I will become involved with the community committees and offer them help if they need or want it.

MARYLAND

1. Policy statement

Definitions

Career Education is the five component effort of Classroom Teacher, home, Working Community, vocational skill training, and the guidance necessary to optimum Career Development - directed toward the availability to all individuals of opportunities to become familiar with, to explore, to prepare for, and to find - those working roles defined as both possible and meaningful in today's and tomorrow's society.

Components

a) Career Development is the individual's processing of, and action upon, those internal and external events which can increase discriminative powers, decision-making skills, and positive self concept to the degree that a wider range of self-in-work options is consistently maintained. Here the counselor, and the art and science of counseling, become equally accessible to the educator, the student, and to the constellation of community.

b) Vocational Skill Training is that process beginning in the formative years which ultimately achieves the psychomotor harmony upon which vocational competency is built. Coordination, health, dexterity, and control grow from the increasingly sophisticated merger of persistence, intelligence and skill mastery essential to the preparation for one's chosen career field. The provision of these skills is dependent upon a program uniting curriculum, vocational education, work-study, cooperative education, and apprenticeship.

c) The Home and Family is the agency for the perpetuation of cultural heritage, work attitudes and beliefs, and the nurturance of those who will become both the producers and consumers of society's goods and services. The capacity of parents to influence the child's planning and coping behavior should be recognized and utilized as an integral part of the educational process.

d) The working community is the configuration of employer, government and social and religious agency which comprise the world around the school. Because they, in combination, will reward the human, vocational, and intellectual skills acquired by individuals who aspire to economic independence - their continued investment and involvement in the attainment of these skills is essential. In describing the tasks of society, the working community must also commit itself to the provision of a work setting which both responds to the prepared individual while itallows him to influence the nature of work itself.

e) The classroom teacher at all levels and in all settings must be motivated and equipped to relate subject matter to its later reappearance in the world of work. Curriculum which is accountable will require a reciprocity between education and work which ensures the grounding of one with the other. Teacher and teachers in training will have experienced sufficient alternate environments to become authentic translators of the abstract to the concrete when such translations serve to increase motivation, self-esteem, and the individualization of learning.

2. Model elementary program

The first project to be started in Maryland was the Maryland Career Development Project, with the primary operational components located in Baltimore City. In conducting the elementary component of that project, a resource teacher was provided to work with teachers and staff, and to develop and demonstrate innovative materials, practices, and procedures related to career education. The primary intent has been to integrate career education concepts, objectives, and activities to the existing curriculum, thereby strengthening it, especially in the areas of basic skill subjects.

The second major career education project in Maryland is the Washington County Career Education Project which was planned in April, 1972 and initiated in June, 1972. The elementary component of this project has many innovative features, but the primary strategy has involved the analysis of the existing elementary curriculum for career education objectives. Once this was done, activities and procedures were developed or utilized which would strengthen the career education aspect of the curriculum. Elementary teachers themselves, for the most part, did the curriculum analysis and developed the supplementary materials.

3. Participant activities - E. Niel Carey, Specialist, Vocational Guidance

I think that there are two strong indications of the present status of career education in Maryland. The first is the fact that two major presentations during the National Conference on Career Education at the elementary level were made by practitioners in elementary school career education in Maryland. A second indication of the status of elementary school career education in Maryland may be obtained from the enclosed survey of career education practices in Maryland which was recently conducted by the State's Career Education Task Force. This survey indicates the overall support that is given to career education in the State, and it provides specific information about major categories of activity at the elementary level.

MASSACHUSETTS

1. Policy statement

Educational Goals for Massachusetts

A. PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

B. BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

C. EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

D. CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

E. CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

F. RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

G. OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

H. UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

I. CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

J. INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

Basic Communication Skills

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Without the basic learning skills--the capacity to receive information through the senses and to interpret and respond to that information in various ways--the process of learning cannot take place. Education must, therefore, not only cultivate through sound instructional programs the natural inclination of the early learner to acquire skills by imitating others, but must also diagnose and treat problems learners have in acquiring and developing these skills.

Research points to the fact that the development of basic skills varies considerably among all learners, and thus no grade or age level should serve as an absolute standard for such development. Individual attention to each student is of great importance as is patience in instruction and encouragement toward achievement. It is essential that those whose native tongue is other than English receive training both in that language and in English.

The abilities of the learner to distinguish between fact and opinion, to learn a second language, and to comprehend and evaluate the messages conveyed by today's sophisticated media should be considered as basic educational skills. The learner of today is inundated with messages from outside the classroom and will live in a society in which the technology of communication may be much more complex than it is today. The best preparation for that day will be a solid foundation in the basic and indispensable skills set forth in this goal.

Capacity and Desire for Lifelong Learning

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

Learning should be understood to be a lifelong necessity if one is to cope successfully with our complex and rapidly changing society. Learning has an added dimension. It should be appreciated as an opportunity for enrichment, for tomorrow man will have more leisure time than he has today and his sense of achievement, his happiness will depend on his ability to use that time creatively.

Education must, therefore, help the learner develop a framework for receiving new information, stimulate the desire to learn, and encourage continuous learning rather than overemphasizing the desirability of acquiring symbols of achievement such as credits and a diploma. It must prepare the learner for living with and mastering new technologies, for fruitful and happy use of leisure time, and for learning how to live with others in the increasingly close and complicated society of tomorrow.

Occupational Competence

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is even more important for the learner to develop a capacity to adapt to changing conditions.

The learner rightfully should expect that education can prepare him for an attainable job by the end of secondary school. The learner also has a right to expect that education for such immediate job placement will keep other options open during high school and will make possible continuing education for career development beyond high school years. Such expectations can be met by providing programs of general educational content combined with courses necessary for job placement.

Our increasingly technological economy is changing rapidly and continuously. Economic self-sufficiency requires that programs for occupational competence be responsive to changing occupational opportunities. In addition to emphasizing the traditional skills, education should also facilitate adaptability in learning about new methods and equipment. The degree of occupational competence in a dynamic economy will depend more and more on individual responsibility, care in workmanship, and pride in the quality of effort. The schools can play a crucial role in instilling these attitudes, thus assuring for the learner a measure of occupational competence in the years ahead.

2. Model elementary program

Elementary Project CAREER/Guidance Activities

In general, the efforts of all three LEA elementary groups have been devoted to the development of a series of in-and-out-of classroom activities designed to bring a more heightened and sophisticated sense of career awareness to their students than would normally be the case where students were not exposed to these activities. There are certain commonalities in these packets:

(1) They cover the range of elementary grade levels - K-6;

(2) They cover the entire range of academic areas: English, Math and Social Studies;

(3) Wherever possible, there is a "hands-on" element to the packet that is deliberate and purposeful;

(4) There is a strong element of attitudinal development pointed toward a recognition of the fact that all productive work has dignity and is worthwhile.

Blue Hills

A. Instructional packets

1. Structural-Metal: Wood
2. Architectural Design
3. Graphic Arts
4. List of Elementary Manipulative Equipment
5. Health Careers
6. An Evolving Elementary Career Awareness
7. Social Studies Unit - The Home
8. Elementary Career Awareness in the Blue Hills District
9. Packet of Miscellaneous Materials -
   a. games, examples of activities, community questionnaire, activity lists.

B. General

1. Listing of Career Awareness Activities
2. Report on Career Awareness Program
   Belcher School, Randolph, Massachusetts
3. Evaluation Form for Activities
4. Schedule of Elementary Visitations to
   Blue Hills Regional Vocational Technical High School
5. Reports of Group (Guidance) Meetings
6. List of Suggested Elementary Career
   Awareness Materials
7. Activities List - Performed and Proposed

Milford

A. Instructional packets

1. Careers in Conversion

   a. The primary effort of this group is to perform this kind of curriculum integration for each one of the occupational clusters with which Project CAREER is working. This work is in progress.

B. General

1. Occupational briefs - Short, one page, briefly written in simple language and featuring a pictorial mode of instruction. It is planned to do this with as many of the Project CAREER occupations as time will allow.

Springfield

Description of a system-wide teacher workshop describing various ways resources for integrating Career Awareness in elementary teaching via standard class work.

Source: Project CAREER Guidance Quarterly Report, September 1, 1972-December 1, 1972.

3. Participant activities

Massachusetts sponsored the Career Education in Elementary School Workshop.

MICHIGAN

1. No policy statement available.

2. Model elementary program - Michigan

The Mt. Pleasant Public School District is one of the school systems participating in a three year "Pilot Program" in Career Education. During the first year, focus was placed on kindergarten through sixth grades; for the 1972-73 school year plans are to include K-high school.

Goals:

1. The changing of teachers' attitudes toward career education through in-service training of teachers.
2. The development of materials to be used in the classroom for the Career Education Project.
3. Field testing in the classrooms of the materials developed for the project and evaluation of these materials.

Procedure:

Four schools were selected to participate in the first phase of the program. Each elementary school was represented by three teachers and its principal. These representatives participated in a year-long in-service course. They decided the way to proceed in the implementation of a career development program and spent the second semester developing units for the elementary grades.

Activities:

1. Curriculum writing (*establish a model for unit writing)
2. Media critiquing
3. Designing and building functional service carts for each
4. Establishing media centers for published materials
5. Speaker service for universities, PTA, etc.

*Career Education Units

Essential elements:

1. At least one resource person
2. At least one field trip
3. A "Hands-On activity for students
4. Community resource brought in
5. Tie in of all subjects
6. All available library and AV resources listed
7. Both school objectives and State Career Education objectives included

3. No participant activity statement available.

MINNESOTA

1. Policy statement

Position Paper on Career Education

Adopted by the State Board of Education on May 2, 1972.

Introduction

Whereas career education is often provided in Minnesota's public schools as separate unrelated activities at several grade levels and in a number of subject matter areas, and

Whereas there appear to be no common definitions for career education,

Therefore, this position paper has been adopted to provide common definitions to stimulate the coordination of existing efforts and to provide a framework for new activities.

Definition

Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences, for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at the pre-school and elementary, junior high and senior high, post-secondary, and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision making relative to additional education, preparation for career proficiency and/or specialized occupations, and understanding the interrelationships between a career and one's life style.

Career Education Goals for Students

The educational process should include utilization of occupational resources at all levels in all careers to help the student reach educational goals.

Pre-School and Elementary Education

Career education is an integral part of elementary education. Basic skills taught in the elementary curriculum are essential to career and life fulfillment. Instructional goals include having each individual:

a. Develop to the best of his/her ability basic skills in communication (oral and written); computations; problem solving and critical thinking.

b. Develop a sense of self-worth and self-realization.

c. Develop self-confidence in identifying and attaining goals.

d. Begin to identify individual interests and abilities.

The following are specific career awareness goals:

e. Develop an awareness of the many occupational careers available in our society and their dependent and interdependent relationships.

f. Recognize that the career role of each individual provides an important contribution to our society.

Junior High

- Develop a positive attitude toward self through an awareness of developing talent, values, and interests as they relate to career goals.

- Explore opportunities in the full range of career choices and the competencies required.

- Develop ability to plan for meeting individual career goals.

Senior High

- Explore occupational opportunities in one or several careers and entry-level competencies required.

- Attain competencies necessary for entry into an occupation and/or for specialized education at the post-secondary level.

- Relate career choice to a life style based on interests, abilities, needs, and values.

- Explore the relationship between all education and individual career goals.

Post-Secondary and Continuing Education

- Prepare for entry-level and/or advanced-level employment.
- Upgrade for job stability or career advancement.
- Prepare for new or different opportunities appropriate for individual abilities and interests.

Policy on Career Education

The policy of the State Board of Education is that each school board in Minnesota shall work toward attainment of the goals for pre-school through grade 12. Area vocational-technical institutes shall work toward post-secondary goals and take leadership in meeting continuing education goals.

2. Model elementary program

The Owatanna Independent School District #761 is sponsoring a career education project entitled "Career Awareness Education."

> The career education project at Owatonna includes staff and students from both public and parochial elementary schools. All students and staff at this level are currently involved. Considerable effort has gone into the development of curriculum materials with a view to integrating career information into the ongoing curriculum. The goals of this project are: (1) to modify the attitudes of educators toward career development, (2) to change the attitude of the community toward a career awareness program, (3) to integrate career awareness materials into the elementary curriculum, and (4) to develop in students a positive attitude for all types of jobs.

3. Participant activities - Roger Montgomery, Consultant

   a. Career education at the elementary level has been a topic of discussion at a number of professional meetings of elementary administrators and teachers. A survey is being made to determine activities now going on. A publication on the topic is in preparation. The State Board of Education has adopted a position paper on Career Education. Responsibility for coordinating the total K-12 (or K-14) program has not been assigned.

b. Specific activities to be undertaken:

   (1) Work with elementary consultant in developing a plan of activity which would include involvement of professional organizations (particularly elementary principals).

   (2) Follow-up on survey being conducted by the planning and development section to assess present activities.

   (3) Work with vocational education in determining progress of elementary projects and practices developed by them which may be used by others. Determine a means of dissemination of information on them.

c. In-servicing teacher education
Work with elementary consultant in determining methods to be used.

d. We have strong backing from top levels - commissioner and state board. Some pilot projects are underway.

e. I will work towards a workshop for:

   (1) Elementary school principals in St. Paul

   (2) In-depth workshops for elementary teachers

   (3) Promoting business, industry and labor liaison with schools

   (4) More communications between and within administrative levels

   (5) Mid-year follow-up workshops for involved teachers

f. In-service will include:

   (1) Resource speakers - business, other teachers, students who have been "turned on"
   (2) Field trips
   (3) Development of our own resource materials with help
   (4) Possibility of setting up advisory committees - parents, community people

MISSISSIPPI

1. Policy statement

Overall Objective

Throughout all grade levels we must involve our children in becoming aware of themselves, their abilities, their interests, and aid them in developing positive, desirable traits towards the world of work and to introduce them to as many occupations as possible.

The development of desirable traits and a healthy self image is essential if that child is to succeed, not only in the world of work, but more important as individuals. It is our task as educators to provide that child with every opportunity conducive to the development of these traits, and to be constantly aware of this objective while educating the children of Leflore County.

Below are listed behaviors and skills which should be developed by the child through each day's instructional activities.

1. Set of values
2. Honesty
3. Reliability
4. Responsibility
5. Decision making skills
6. Math skills
7. Language skills
8. Good grooming
9. Alertness
10. Respect for one's self and others
11. Respect for property
12. Cooperation

2. Model elementary program

The Leflore County School District has developed a career education program to give the students of Leflore County an insight into the world of work that goes beyond the isolated rural environment of the students. The career education programs follow the sequential approach found in many elementary social studies courses. The first grade studies occupations centering around the immediate environment of the students, namely, the home and the school.

A study of the local community provides the main focus of the second grade. In both grades one and two the students develop an appreciation of the dignity of all honest work by exploring jobs done by people in the home, school, and community. Grade three studies life in an expanded community, and grade four explores occupations of other communities in Mississippi.

Students in Grade five study occupations in states other than Mississippi, and the unit in grade six introduces the students to occupations in foreign countries.

Most of the career awareness lesson plans are developed for social studies and health. Learning activities include viewing films and filmstrips showing various occupations, role-playing different occupations, reading about different occupations, completing written assignments relating to different occupations, and inviting outside speakers to visit school and describe different occupations. One unique addition to the lesson plan format is a space for the teachers to "List Any Careers Brought Out in This Lesson."

3. No participant at conference.

MISSOURI - No materials received

MONTANA

1. No policy statement available at this time, although Montana is presently developing a formal policy statement on career education.

2. Model elementary program

Helena's Elementary Career Education Program
A Brief Description

Two equal components, career awareness and self-awareness, comprise the career education program (1-6) in the Helena School System.

The career awareness method consists of six approaches: resource people, occupational awareness, field trips, role-playing, subject matter tie-in, and manipulative activities. Subject matter tie-in is by far the most important of these approaches as it gives credibility to career education and makes it a respectable member of the curricular family. Educators who neglect this approach will find their career education programs to be the frosting rather than the flour.

An example of career awareness using the subject matter tie-in method is a hospital unit for grade five. It is anticipated that the teacher beginning this unit of study has internalized the concept of career education, appreciates its implications, is comfortable with the approach and has selected a teachable moment to introduce this study.

The intent of the hospital unit, or any career unit, is to involve as many curricular areas as possible, including appropriate approaches such as those mentioned above. Language arts and social studies are involved through such assignments as oral and written reports on the history of medical care, workers involved in various hospital departments and by involving students in research activities on the history of medical equipment. Different teachers select a variety of activities to meet the particular needs of their students.

Science activities in the hospital unit involve such assignments as studying skeletal systems and determining which workers in a hospital are most concerned with various bodily organs and systems. Set theory in mathematics is reinforced by using examples of hospital workers, such as the set of all nursing personnel, the subset of licensed practical nurses, etc. Art also plays a part by involving students in determining appropriate color schemes for various hospital departments.

The area of self-awareness may be enhanced in the classroom bringing in medical people and asking them first to discuss themselves, their interests, aptitudes, hobbies, family, etc., and secondly to discuss their particular job in the medical field. Identifying with the guest speaker helps students appreciate their own human qualities, thus aiding them in drawing parallels between their personal characteristics and those of the speaker. A subsequent career decision involving that aspect of the medical field is then more meaningful.

Group discussions around such topics as feelings, responsibilities honesty, independence, communication, and interests contribute to an understanding by students of their own uniqueness. Students should appreciate that individuals choose their working roles on the basis of many factors, not the least of which is their perception of themselves. Career education must not lose a concern for adequate self-concept development.

Since many teachers feel uncomfortable in dealing with the affective area, it is wise for a career education staff to provide them with suitable materials and guidance methods. Three commercially prepared multi-media kits have found acceptance by teachers in the Helena Schools and are recommended for the consideration of other districts. They are: Focus on Self Development, Stages I, II and III (SRA); Growing to Know Me (Classroom World Productions); and Developing Understanding of Self and Others (American Guidance Service).

Teachers who appreciate that the learning process is greatly influenced by the emotional climate of the classroom, and by students' perceptions of their own self-worth, take advantage of the career and self-awareness approaches. The most significant contribution of career education is in humanizing our educational system.

3. Participant activities

a. We have a commitment from the State Superintendent. We have conducted a state need assessment to define the concept as a starting point for implementation. A series of workshops have been conducted to provide awareness and steps for implementation.

b. I will continue to promote the concept within the state superintendent's office. I will review, publish, and disseminate material, and conduct workshops to provide assistance for implementation.

c. I plan to coordinate in-service training opportunities within the units of the university system. I will continue to promote training programs.

NEBRASKA

1. Policy statement

I. Purpose of the Paper

At the present time, educators and non-educators are giving considerable attention to a concept known as career education. State and local education agencies throughout the country are in the process of sorting the various definitions, components, and purposes of career education, weighing their desirability and determining revisions needed to bring about effective career education. The purpose of this paper is to set forth the position of the Nebraska State Department of Education regarding career education, and thereby to provide a basis for the development of additional materials and assistance which will facilitate the establishment of career education programs in Nebraska schools. It is deemed that comprehensive, coordinated career education will enhance educational opportunities for all Nebraska students.

II. What is Career Education

Career education is a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. A total program of career education should provide instruction for individuals at each stage in the lifelong process of career development.

"Career education" is not synonymous with "education," although all education will in some manner help each individual prepare for his future career. Neither is "career education" synonymous with "vocational education," although vocational education is an integral part of career education. Career education does not replace, but rather permeates the total educational program.

III. Rationale for Career Education

The concern of schools is to provide for the growth and development of all persons through an educational program that will prepare each individual for the many segments of his life. The educational program is concerned with the individual's responsibilities as a citizen, his participation in recreational activities, his enjoyment of creative endeavors, his social pursuits, his physical and mental health, and his occupational role. The series of occupations which make up a person's career comprise one of the major segments of his life. Therefore, career development is an important aspect of the individual's total development, from early childhood through the years devoted to formal education and continuously, perhaps increasingly, throughout adulthood. Because the individual's occupation has a major influence upon his efforts to shape his own destiny, the educational system should make provision for every learner to acquire those skills and attitudes that will allow him to correlate his occupational goals with other personal goals. Career development is a lifelong process in which the school plays an essential role.

Career education should help achieve the Nebraska Goals for Education.

In February, 1970, the Nebraska State Board of Education adopted a policy stating that the goals for education in Nebraska should be described in a statement jointly derived by patrons and educators. Subsequently, a series of meetings was conducted at ten sites in Nebraska for the purpose of determining educational goals. The set of goal statements developed through these meetings was adopted by the State Board of Education on June 11, 1971. A number of the goal statements relate to career education. These are:

Excerpts from the Nebraska Goals for Education

Each student should:

- Respect the total range of vocations and recognize their requirements and rewards.
- Possess the skills necessary for learning in any situation, and prepare to learn continuously at his own direction.
- Develop his special intellectual and creative abilities.
- Recognize his own personal worth and dignity and that of every individual.
- Be involved in the decisions which help to create his educational experiences.

Each educator should:

- Develop and provide learning experiences which are meaningful to the world of today's students.
- Work to insure that every educational experience is learner centered and success oriented.
- Seek to create programs which benefit the entire community and make use of its resources.
- Involve both students and the community in planning for educational decision making.
- Initiate and maintain open communication with the entire community.

It is anticipated that goals for career education developed by local schools and communities will relate to the goal statements listed above. Therefore, the implementation of effective career education should facilitate the attainment of the Nebraska Goals for Education.

Source: "Career Education: A Position Paper", State of Nebraska Department of Education, 1972.

The following statement was included in the objectives, philosophies, and beliefs adopted by the Nebraska State Board of Education at a meeting held on October 9, 1972:

> "We believe Career Education to be instruction that provides persons the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. We believe that Career Education should, through continuous learning experiences from kindergarten through adulthood, help each person develop the attitudes, knowledge, and skills needed to function effectively in his chosen career."

2. Model elementary program

The Milford Public Schools proposes to develop and implement a K-Adult Career Education for the typical rural school system in the State of Nebraska. The school-based model will include the following components:

a. Structure the elementary school curriculum, grades K-6, around the theme of career opportunities and requirements in the world of work.

b. Provide all students, grades 7-9, with hands-on occupational exploration learning experiences.

c. Expand the cooperative education program, grades 11-12.

d. Develop a comprehensive occupational guidance, counseling, and placement service, grade K-adult, for all "in-and-out of school" citizens of the community.

e. Carry on a continuous in-service education program for school staff and people of the community to increase their understanding and to upgrade their skills with the career education concept.

Current Status of Project

The professional teaching staff (K-12) is involved in an in-service program throughout the summer for curriculum changes to be implemented for the school year, 1972-73. The materials which are being developed will be available to other Nebraska schools when field testing of them has been completed.

Evaluation of Model Program

The Milford school-based career education model will be evaluated internally as well as by an external evaluation team. The project is evaluated quarterly on the basis of performance.

The second method of evaluation is a pre-test and post-test evaluation of the educational program of the Milford Public Schools and a control school. The Nebraska control schools consist of the following: Centennial at Utica; Emerson-Hubbard at Emerson; Henderson Public Schools; and Seward Public Schools. The pre-test was administered in May, 1972. The post-test will be administered in May, 1973. There are over 2,100 student responses to the pre-test. The results of the pre-test will be available after July 1, 1972.

3. Participant activities - Sharon K. Meyer, Consultant, EPDA

A number of school systems in Nebraska have requested assistance in the development of career education and are implementing career education programs. These would include Lincoln, Omaha, Kimball, and Alliance. An ESEA Title III grant has been awarded to the Allen Consolidated Schools for a Career Education Curriculum and Center Applicable for Rural Nebraska.

In addition, a career education series is currently being produced under the direction of the Nebraska State Department of Education Instructional Television Services. The series will consist of 30 twenty-minute programs designed for viewing by elementary students. The programs will be televised during the 1973-74 school year.

NEVADA

1. Policy statement

It is the position of the Nevada State Board of Education that Career Education is needed by and intended for all people. It is a lifelong development process which extends from early childhood through adulthood and is based upon the premise that all work and purposeful study are respectable. It is responsive to public demand for both relevance and accountability.

Career Education

- represents a core around which other school experiences are organized and made meaningful;

- provides job information and skill development, helping students develop proper attitudes regarding the personal, physiological, social and economic significances of work;

- is a sequentially-developed, comprehensive education program offering opportunities for career orientation and exploration, plus job preparation - for all learners.

Components of this sequentially-developed education program should be designed to ensure development of student characteristics at certain key ages approximately as follows:

- By age 9, the learner understands the concept of work, appreciates the values of work and of workers, and is familiar with a wide variety of types and fields of work.

- By age 12, the learner is familiar with the broad families of occupations; is aware of the prerequisites for employment in various types and fields of work; and understands how progress is made from one occupational level to another.

- By age 15, the learner is able to assess his own potential and to participate in making informed decisions regarding his immediate educational and occupational goals.

- By age 18, every learner is able to choose and plan the next step in his occupational and/or educational career.

- Adults and out-of-school youth will have lifelong access to career education programs for new training, retraining, and upgrading their career skills.

It is the policy of the Nevada State Board of Education that every learner develop:

- competencies necessary for living and earning a living;

  and

- appropriate attitudes toward work and the worth of the worker.

Learners should

- be made aware of a large number of occupations and careers;

- be involved in the exploration of selected occupations and careers;

  and

- acquire competencies and/or academic backgrounds for a career.

The goal is for Nevada to develop a comprehensive system of career education programs and services. This system will serve the career education needs of all persons.

The State Department of Education and county school districts must, through cooperation and coordination, use Nevada's total education system to effect career education. Without question, more than education is involved. There must be changes in the attitudes and expectations of government, business and industry, teachers, parents and students.

Source: Career Development in Nevada, Nevada State Board of Education and State Department of Education, 1973.

2. Model elementary program

Career Awareness Program

Washoe County, Nevada

Washoe County School District's Elementary Career Education Program, a Sequential Approach to Vocational Education (SAVE), started as a part of a three-year merit award winning exemplary project funded through the U.S. Office of Education. The entire program incorporated a K-14 career education effort by the district. Three agencies were directly involved in the administration, supervision, and operation of the program: Washoe County School District; University of Nevada's Research Coordinating Unit; and the Nevada State Department of Education, Vocational-Technical and Adult Education Branch.

Elementary SAVE Program Goals

To develop a process through which the learner can become aware of many occupations and to enable the learner to explore one or more occupational clusters according to his interests and abilities.

Elementary SAVE Program Objectives

1. To train all district elementary teachers so they can infuse appropriate study of the World of Work in their areas of the elementary school curriculum.
2. To familiarize children in all elementary schools with a variety of occupations in such contexts as the demands and benefits of different jobs, working conditions,

availability of jobs, and the relevance of school subjects to work.

3. To draw upon all resources, especially parent and community, and to employ all possible techniques to make the program vital and interesting.

4. To familiarize all learners with such basic employment oriented concepts as the following:

   - There is dignity in the worker and in the work performed.

   - Work is important.

   - Through work, people in a community help each other.

   - There is a need for cooperation in work.

   - Work is important to the worker and to society.

General Procedures

Classrooms were redesigned and teachers retrained to impart to the learner a broad knowledge of occupations and a beginning of self-knowledge, together with an understanding that these two life areas could interact and result in a gratifying career choice.

The use of field trips, involvement of community agencies and private firms furnished support to the instructors in building the World of Work curriculum and in providing career oriented instruction.

Two successful Junior High programs in the school district, the World of Construction and the World of Manufacturing, were modified and incorporated into the sequential approach.

There was also a full development of a skill training program in the Health Occupations area both secondary and postsecondary.

Program Strengths

1. The Superintendent and the Board of Education of the Washoe County School District have publicly and frequently committed the district to pursuing a quality program of career education from K-14.

2. Most career education activity has been implemented through changing the approach of already existing staff and facilities.

3. The business and industrial community is cooperating with this effort.

4. A huge investment of funds has not been required to implement the program.

5. Exportable products have been developed.

3. Participant activities - Bert Cooper

A state position paper has been drawn up, and the Board position has been established.

a. I plan to make department staff aware of the true meaning of career education. The conference helped explain this. I will make sure that career education is not merely a function of the vocational education staff.

b. At this time I cannot make a commitment to workshops. However, I will present the conference report to the Nevada Department of Education for their action.

NEW HAMPSHIRE

1. Policy statement

Dr. Sidney Marland, Jr., the United States Commissioner of Education, has designated Career Education as the major priority for all education. The rationale for this priority is a national concern that realistic needs and desires of students are not being fulfilled by present curriculum.

On a national level nearly 2,500,000 students leave the formal educational system of the United States each year without adequate preparation for careers. In 1970-71 there were 850,000 students dropping out of elementary and secondary schools; many of these students left school because of irrelevant school programs. In addition, 750,000 general curriculum high school graduates did not attend college but were unprepared for specific occupations. Also, in 1970-72, there were 850,000 high school students who entered college in 1967 but did not complete the baccalaureate or an organized occupational program.

The school year 1970-71 enrollment data indicates a total of 163,703 in the public schools of New Hampshire. At the close of school in 1971, there were 9,119 completing the 12th grade. At the same time during the same school year, nearly 3,000 dropped out of the secondary schools of the state. Thus, approximately 25 percent of those who complete elementary school in New Hampshire do not complete the secondary curriculum requirements.

Figures from the United States Department of Labor predict that for the next thirty years about 17 percent of the jobs in the nation will require a four year college degree.

At present, most secondary schools in New Hampshire offer a curriculum which offers a very narrow choice between college preparatory subject matter and that which is classified in some other manner.

Sixty percent of our students are receiving general education.

The annual cost of education per student averages approximately $1,000.

Approximately $100,000,000 per year is being spent in New Hampshire preparing our students for nothing specific in the way of job entry.

These statistics indicate a need for continuous content change and process change for continued improvement in the results of the New Hampshire educational effort. Investigations by the New Hampshire State Department of Education show that the concepts of Career Education supported by Commissioner Marland and many others include provision for such change to take place. These concepts lead toward realistic individual self assessment and preparation for potential employment. The major conclusions of these conferences are listed on the following pages.

a. A major part of career education is understanding oneself and how the self relates to other people.

b. Career education must give the individual flexibility; the ability to change and adapt comfortably.

c. Career education needs an identification of underlying skills such as creativity, decision making, planning, and communicating.

d. Career education requires an open-minded acceptance of the background and culture of children as a part of their learning and growth.

e. Career education should be a student-centered program where evaluation is performance based.

f. Career education is comprehensive involving study from the general to the specific.

g. Career education must be a total educational experience; not just occupational information, field trips, simulations, and vocational training.

h. Career education must be a comprehensive program extending from pre-kindergarten through adulthood and must use a student-centered approach.

i. Career education must operate with an open-door policy at all ages and at all levels - elementary, secondary, and post-secondary.

j. Career education requires an identification of common aptitudes, skills, and interests so that any individual may move within and between related careers both vertically and horizontally.

k. Career education requires a sincere effort to regionalize and localize career education practices resulting in meaningful and worthwhile lives for every individual.

l. Career education requires a provision for follow-up on placement to insure success for the student and/or the program.

m. Career education should enable all students to have an opportunity to obtain entry level marketable skills before leaving school.

n. Career education should be open-ended on entry and exit.

o. Career education involves teacher renewal efforts to redefine teacher roles as managers of learning.

p. Career education involves total local educational and community involvement.

q. Career education should be a part of total education of all students in all schools.

r. Career education requires the re-structuring of teacher education processes in teacher training institutions.

s. Career education includes a responsibility for outreach activities on the part of school communities and employers in part-time training and employment.

Resolution
New Hampshire State Board of Education
October 25, 1972

Resolution Re: Career Education

WHEREAS, the President of the United States, Richard M. Nixon, has called for a new emphasis on Career Education in his State of the Union message to Congress, January 1972, and

WHEREAS, the United States Commissioner of Education, Dr. Sidney P. Marland, Jr., has designated Career Education to be the major priority of the U.S. Office of Education, and

WHEREAS, the National Advisory Council on Vocational Education has devoted its Fifth Report, June 21, 1971, to support of a positive stance toward Career Education, and

WHEREAS, the New Hampshire Commissioner of Education, Dr. Newell J. Paire, has endorsed and designated Career Education to be a major priority of the New Hampshire State Department of Education, and

WHEREAS, a position paper in support of Career Education has been developed by a steering committee from the State Department of Education, now therefore

BE IT RESOLVED, that the New Hampshire State Board of Education is committed to support the concept of Career Education and directs the State Department of Education to develop a comprehensive plan which will encourage the implementation of Career Education throughout the State of New Hampshire.

2. Model elementary program - New Hampshire

Project World of Work
Abstract

Title: World of Work (W.O.W.)
Project Director: Charles R. Pieterse, Project Coordinator: Victor Walton
Performing Contractor: ConVal Regional School District
Peterborough, New Hampshire
Duration of Project: July 1, 1970 to June 30, 1973

U.S.O.E. Project No.: 0-361-0052
Contract No.: OEG:-0-70-5191 (361) Modified

The intent of this exemplary program is to implement a comprehensive career education model in grades 1 through 12 based on a continuum concept. From the first grade through the twelfth, the program is designed to provide students with exposure to, exploration of, and preparation for the world of work. This is done by replacing the traditional approaches to practical and vocational education with a more integrated program encompassing the major vocational and academic fields, placing the emphasis on that area which best fills the individual student's needs.

In the elementary grades, students are exposed to a combination of tool activities, role playing, field trips, simulation games, plus verbal classroom activities. The goal of this program element is for these students to become aware of the world of work, develop positive attitudes toward work and play, and to come to know the satisfactions of starting and finishing a piece of work. It is important to underscore the fact that this program element does not seek to develop work skills or career choice. Rather, it is designed to begin to show the interdependence of people in their occupational roles; the need for, and the dignity of all levels of productive work and the relationship between them.

An excellent learning unit on papermaking is in its final stages of development. For this and other units being developed, a graphics artist has been contracted to properly illustrate packets. In conjunction with the papermaking, which is now in progress in the Peterborough Middle School, an excellent papermaking demonstration has been developed and conducted as introduction to this unit. It is a motivational tool, and students are quickly brought to a state of readiness for full and enthusiastic involvement in the unit itself.

Two Newsletters have already been released with two others to follow. Workshops on woodworking are being conducted for teachers in the District. Several in-class projects are being generated as a result of these workshops. Cardboard carpentry was featured in a workshop for 18 teachers.

The school has hosted a meeting between executives of a local industry and school personnel as well as with students in the effort to develop a cooperative program.

Video tapes of instructional activities have been made and are shared with Plymouth State College, a teacher training institution. The tape is used for defining activities in career education to potential teachers.

The program consultant for the project, Mr. John Davy, has spent much of his time in developing learning packets with selected teachers. Units being developed in a final form are papermaking, leathercraft, oceanography, bee keeping and Business English.

Students have made trips during the third quarter of this year to the District Court, Servomation (an automated food service firm), post office, N.H. Ball Bearings Inc., Sturbridge Village, Massachusetts, and the Manchester Home Show.

One elementary school has students learning handcraft skills; such as macrame, crocheting, and knitting. They have made belts, crocheted scarves, and knitted scarves. According to teacher Pauline Finlaw, "The boys loved it."

Mrs. Finlaw said that many of the pupils have bought their own materials in addition to those purchased through Project World of Work. Asked what was learned, she replied that many students found that they DID have manual skills and enjoyed making things with the old basic tools.

Equipped with a sabre saw and tri-wall, several students in the fifth and sixth grade have been designing and constructing their own cardboard furniture. They plan to design and build a writing corner for the class, and various kinds of furniture like chairs, tables, etc., exclusively out of tri-wall.

Other fifth and sixth grade students are planning and constructing a play-activity area. The scope of the project will range from the theoretical aspects of choosing a suitable site, designing and making scale drawings and models of the proposed area, eliciting community support and advice, collecting and obtaining materials, and actual construction. The area will be constructed primarily out of inexpensive scrap materials like railroad tires, ties, telephone poles, etc. The initial plans include an outdoor amphitheater and a nature center.

Students in the lower elementary grade visited The Barrett Mansion and the Sharon School House. The mansion was built in 1800 and now belongs to the N. H. Historical Society. The students got the opportunity to see and imagine how people lived in these times and how they made a living. They noted the variety of tools used in those days.

Another school took grades 3-6 to a water powered mill. The visit was part of a study of wood products. It was a step back in history to see how lumber was sawed and planed in earlier times. They saw how electricity is generated by water power, and they saw a display and demonstration of early wooden tools.

They then visited a local fire station and contacted by radio a forest fire ranger on Temple Mountain. They learned about many jobs -- forest ranger, ambulance driver, paramedics, permanent and voluntary firemen, radio operators, dispatchers and truck drivers.

Next they visited a dam, constructed by the Army Corps of Engineers, and discussed the job of tending the dam and the many jobs involved in its construction.

Another group of middle school students were involved in a unit on archaeology and anthropology. The class was divided into two teams over the seven week period, and they made artifacts depicting seventeen cultural areas. The artifacts were broken up and buried. Then, following proper archaeological procedures, they carefully dug up the articles and reconstructed them.

These are some of the outstanding examples of activities in this project.

3. Participant activities - Neal Wiggin, Consultant

At the close of the Boston Conference, you were asked to respond to these questions:

a. What is the status of elementary school career education in your state?

b. What do you intend personally to do to encourage, implement or expand career education at the elementary school level in your state?

c. What do you intend personally to do to promote in-service training in career education at the elementary school level in your state?

Below, we have re-stated your response to these questions. After having had time to "think it over," you may wish to revise or expand upon your statements; please do so here (use back of page if necessary).

a. We have several projects going. We are currently developing an MBO State Plan.

b. I plan to:

   (1) Communicate with teacher training institutions, and give them a list of some recommended teacher competencies to be included in their courses in career education.

   (2) Through the State Department of Education Staff Development Team, provide local staff development committees with a description of teacher competencies desirable for implementing career education.

   (3) Identify within the State Department of Education, those persons who possess any of the competencies in (1) and (2) above, and secure a commitment to provide staff development to local districts.

c. Through the State Department of Education staff development team, see that local committees consider career education workshops in their local master plans for the recertification of educational personnel.

NEW JERSEY

I. Policy statement - (Note: New Jersey's elementary school phase of Career Education is called Technology for Children.)

Rationale - Technology for Children

Introduction

Technology for Children is a new curriculum designed in the best interests of elementary school children which places the emphasis of learning on the child rather than the curriculum. Technology for Children, called T4C, was started in 1966 and has been developed by the six-member staff and is sponsored by the Division of Vocational Education, New Jersey State Department of Education with co-funding by the Ford Foundation.

While technology is an all-enveloping concept which almost defies comprehension, an effort must be made to clarify the meaning of the term - technology. One way of looking at the natural universe is to designate science as the theoretical structure evolved by man to explain its function, and to conceive of technology as science at work. Technology, therefore, can be thought of as the sum total of man's efforts to utilize and control his physical environment.

Technology for Children is designated as a curriculum because of the magnitude of its scope which includes both content and method and should not be confused with a mere course or subject which the elementary teacher must make room for in an already over-crowded curriculum. Technology, as the content of T4C, interlaces the entire picture of the world around us and is made up of technical aspects and academic aspects. Just as technology itself might be both simple and complex, so also T4C is both simple and complex. Examples of simplistic technology surround us everywhere and constantly offer to the attentive learner the invitation to inspect or investigate. Some examples are the lead pencil, the paper on which we write, the books and other printed materials from which we gain so much recorded knowledge, and in truth even the very clothes we wear.

Interestingly enough as we speak of clothing as an example of simple technology, we are already ranging into the complex. Synthetically-produced fibers are used to make long-wearing clothing; unique processes give permanent press to materials; while, new and fascinating fasteners are used to bind two different materials together to form laminated fabrics.

Some of the more complex technologies used in T4C are the video-tape recorder, the computer, and the camera. As complex as these representative items of technology might be, their use is simplicity itself, and children find no difficulty in utilizing them. The intent is not to teach the children these complex technologies, but rather to help them to know and use some examples or representations of these technologies with thoughtful consideration of their purposes. Maximal development of individual's potential is not possible without a use knowledge of those technologies encountered by the person in his daily life.

The most frequently used method in T4C curriculum is guided discovery. Emphasizing the child by advocating guided discovery, is merely another way of speaking of individualized teaching-learning, long an objective of elementary education stated as "meeting the needs of the individual." The teacher as self-sufficient director of technological activities strives to develop each child's confidence in his ability to motivate his own learning. Children engaged in these activities, as with workers in industry, think, plan, communicate and handle the "things" of technology in order to reach a clear objective. They learn to see the world-of-work, the world of technology, as it is: Society serving society by satisfying man's needs and wants.

While T4C can rightfully be considered a curriculum, it should not be misconstrued as the totality of the elementary school curriculum nor as a replacement for the more traditional academic curriculum of long standing. The objectives of T4C are as follows:

(1) to assist the individual child to achieve a better self-awareness and to develop in responsibility for his own learning, (2) to assist him to develop a better understanding of technology and the world-of-work, and (3) to enhance his attainment of the basic traditional educational skills known as the three R's.

The rapid expansion of T4C in New Jersey is recognition both of the importance of technology and the receptivity of elementary school teachers and administrators. In ever-increasing numbers, New Jersey elementary teachers are looking at T4C as another way of successfully bringing basic educational concepts to a greater proportion of their pupils.

Excellence in basic academic skills commands the position of first importance with the greater majority of elementary teachers. Teachers continually seek the best avenue for their pupils to take in achieving goals long established by tradition and referred to as the three R's. Many of these teachers recognize that while the goals are still valid, some of the methods of achieving them must be subjected to serious scrutiny and, in many cases, revised. Their thinking has led them to consider T4C, and they are gratified for all the cooperative assistance that is offered them.

Technology for Children, sought after by New Jersey teachers and their administrators, has won the support of the Governor and Legislature of New Jersey. Supported by the New Jersey Advisory Council on Vocational Education and the Education Committee of New Jersey Manufacturers Association, Governor Cahill was able to procure the passage of a bill in the New Jersey Legislature, which appropriated 1/3 of a million dollars to conduct three articulated Career Development Projects in three New Jersey cities. Technology for Children represents the K-6 segment of this pilot project.

Technology for Children has received national recognition, too. The National Aerospace Education Foundation received more than 100 nominations and selected Technology for Children as one of nine winners to receive a Medal of Achievement. The live classroom demonstration was visited by educators from all over the United States.

Outstanding Support. The objectives set forth by T4C have received support from top level educational and professional leaders.

First, the 1970 White House Conference on Children called for the redesigning of education to achieve child-centered learning and recommended the education process should seek to develop the creative child; one who is curious, wonders, and questions; one who seeks new experiences; a learner free from pressures to conform at the cost of individuality; a child willing to risk error; one receptive to ideas and who experiments; and the child who is willing to change.

More recently, on December 10, 1970, U.S. Commissioner of Education, Dr. Sidney P. Marland, speaking before the annual convention of the National Association of Secondary School Principals, called for a total reformation of secondary education. In his first major address as Commissioner, Dr. Marland recommended a universal goal: "That every high school student graduate with a salable skill or the preparation to enter college. Anything else is nonsense." He emphasized the urgency of the matter by proposing an interim strategy until a totally new system can be recommended. The obvious implications for elementary education is quite clear and T4C is already successfully carrying out the intent of his recommendations in New Jersey.

A group of 200 prominent businessmen and educators, the Committee for Economic Development, in July 1968 outlined the goals of education in their publication, "Innovation in Education: New Directions for the American School." They propose and T4C agrees that it is not the task of schools to provide final solutions for all problems, but rather to equip their students to face life's problems intelligently and effectively. The end result of competent instruction should be a desire and respect for knowledge and possession of the skills essential to getting and using knowledge. This means competence in verbal skill, especially, the ability to read and write, to use language effectively in the identification and classification of facts, and in the formation and communications of ideas. The quest for knowledge requires as well the skill of mathematical computation, the techniques of analysis and generalization, the capacity for reasoning and the commitment to reasonableness.

It is more important to regenerate intellectual curiosity and the passion for knowledge and to cultivate good habits of thought and inquiry, than to concentrate on learning countless detailed facts which may soon be forgotten or abandoned. This is particularly vital in a system such as ours, in which economic demands in the methods of industry and business change rapidly and in which mobility in vocation and improvement therein is widely accepted and practiced. To acquire basic intellectual and technical skills is of far more worth than simply to master a single specialized technique. Knowledge and reason and their related skills must always lie at the center of the goals of instruction.

These goals refer also to the affective or emotional life of the individual and to his capacity for decision and action. Schools should be concerned with the relevance of reason and knowledge to personal and social values. They should enlarge the individual's social perspectives, sharpen his moral and artistic sensibility, and strengthen his chance of respectability and commitment to purpose. Whatever else may be said as a proper goal of education, it can be said that the school does not fully succeed unless it makes learning an interesting and even exciting experience.

Rationale

In order to spell out the rationale or basis for T4C, a number of factors must be considered. Attention must be given to motivation for learning, conditions for learning, and intellectual development. Consideration must be given to evaluation of the educational process and, finally, to knowledge or the direct object of learning.

Motivation. There is adequate scientific research data to verify and substantiate the assertion that among the most powerful learning mechanisms available to man and to the elementary child are built-in biologically-rooted mechanisms of curiosity, exploration, and manipulation. These mechanisms manifest themselves as strong drives, autonomous and relatively separate from the primary biological drives of hunger, sex and the like. These drives are visible in the child in his innate curiosity and exploratory behavior quite independent of adult intervention. They are so powerful that children and adults when deprived of the opportunity for this type input suffer mental anguish in quite demonstrable and observable ways. An example of this is the torture suffered in solitary confinement.

Technology for Children recognizes these drive mechanisms and suggests that positive steps should be taken to encourage and develop them. First, children should be involved in active, hands-on participation in technological episodes ,and later should be permitted and encouraged to spend a portion of the school day in pursuit of their own individual and special interest. The classroom environment is continually structured to achieve this individual interest.

Conditions for Learning. In making the case for child-centered learning, there is no intention of belittling teacher-directed learning. Much of the success of T4C is contingent on the fact that both controls are recognized in the curriculum and teachers are urged to utilize each in the best interests of the child-learner.

There is a close correlation between the development of a positive self-image and one's ability to learn. A strong self-concept, on the part of the child, is the sine-qua-non of a child-centered education. Only if a child feels respect for himself, will he be able to assume responsibility for his own learning. A child is more likely to develop self-confidence and a strong self-concept if he is able to actively explore his interest, or participate in his learning in a positive manner. Technology for Children curriculum provides a rich environment and offers a wide array of materials designed to capture the interest of each learner.

It has been said that children cannot be taught to think but instead should be provided with something about which they can think. Early in the implementation of T4C, the teacher learns that as a child uses any material for the first time, he will experiment with it and explore its possibilities. The teacher uses this opportunity to help the child to develop his exploration and manipulation into a sound-learning experience. It should be noted that the move to child-centered learning is a developmental one both for the teacher and for the learner. Just as the child must learn to direct his own learning, so also, the teacher must learn that the child is capable of this development.

The successful T4C teacher learns to develop and structure the unstructure necessary for individualized learning. Ideas and concepts emerge from activities with materials. Control of materials, then implies control of experience, which in turn implies control of ideas and concepts. Since the materials for children's learning are so important, a major problem is deciding which materials are appropriate. The successful T4C teacher selects materials, which in all likelihood, will stimulate a child to explore in a productive way. Some of the time, the teacher will be directing the learning towards some aspect long established as an objective in that class, and at other times will permit the child to direct his own pursuits for his own interests. Specific knowledge of the individual child helps the teacher to make this selection, and thereby, enables him to direct the learning more effectively.

While the emphasis of T4C is on the individual, teachers note that frequently children form small groups because of similar interests. This interaction has important implications for their learning. For instance, children learn to talk, not individually, but through participation in group activities. The higher the interest, the greater the involvement in activities, and the better the opportunity for communication. Often, children understand one another's problems, interests and difficulties better than adults do, and are able to assist a peer's learning in ways which would be impossible for adults.

Recent extensive research has formalized new terminology for an old observation. The new term is the self-fulfilling expectation. The timeless observation is that if an optimistic teacher presumes that a child can learn something, quite likely the expectation becomes a reality. Teachers who implement T4C quite optimistically expect that individualized learning will take place and most generally it does. However, if such does not happen, they are able to recognize the inactivity, to diagnose probable causes and to prescribe remedial treatment. The T4C teacher expects each child to be able to direct some aspects of his learning and this expectation has positive and beneficial effect.

Intellectual Development. Jean Piaget, a Swiss philosopher and psychologist is one of the most quoted, most referred to, and most influential psychologists regarding child-centered education. He was one of the first to say that the process of forming a concept takes far longer than had been previously believed. Each child's capacity for conceptualization is uniquely his own. Children pass through similar stages of concept development, but each one at his own rate and in his own time. It has been said, if one wants abstractive learning, then provide something from which the child can abstract.

One of Piaget's most important conclusions, is the great majority of primary school children can only learn effectively from concrete situations as lived or described. From these situations, children acquire concepts in every area of the curriculum. As an example the concept of tree is not fully achieved until one has had many experiences with many trees and with various kinds, shapes, and sizes. One understands treeness only after encountering seed, log, lumber and bark. All of these pertinent individual contributions help in the development of the idea or the concept of tree. On the other hand, a verbal explanation, in advance of understanding, may actually be an obstacle to learning. Children's knowledge of the right word or correct response may conceal from the teacher the child's lack of understanding.

Technology for Children purports to solve the problem by refusing to recognize an either/or situation. While it isnecessary for the student to directly confront the real world and its physical materials, there is no reason why he should not simultaneously go to such intermediaries as textbooks which are to be found in the media center. In speaking of intermediaries, while early primary children cannot be expected to read, it is interesting to note their interest in the written word. They are fascinated to see their "secretary", be he the teacher, an aide, or an older student, writing down their dictation for their individual Pupil Log. They are thereby helped to see the importance of reading and writing and are strongly motivated to "do it themselves."

Evaluation. The environmental materials in the class room have the capacity for providing the child with "feedback loops" which are posited by T4C as integral parts of learning. For example, if a child has a question about how to light a bulb, he can use a battery, wire, and bulb, and try it. If the bulb lights, he can probably answer his question. If it doesn't light, he can still answer his question. In either case it is the materials, the world around him, which have verified or not his hypothesis.

While the more traditional school provides the child with little opportunity to develop in the assessment of his work, Technology for Children places great emphasis on this provision. Obviously, there are questions a child may ask which cannot be answered or which must be verified by other than his own direct experience. The teacher takes advantage of such questions for extending or deepening the child's interest. An important goal of the teacher, is to help the child to learn to make discriminations between questions he can ask and answer for himself, and those for which he must draw on external authority. Errors are a part of the learning process. They are to be expected and can be used because they contain in formation essential for further learning. A child who takes few chances because of fear of making a mistake, will also make few discoveries.

The best measure of a child's work is his work. Recognizing this, the successful T4C teacher encourages his pupil to keep an Individual Pupil Log. This device enables the teacher to provide direct feedback loops for each individual child. Learning and instruction has been individualized, so that each child is enabled to have a greater portion of undisturbed teacher time than was ever possible otherwise.

Knowledge. Traditionally, the goals of education have been abbreviated and symbolized by the word "knowledge". Technology for Children sees knowledge not only as an end in itself, but as a vehicle for development of the processes of thinking, some of which are logic, intuition, and analysis; and, as a catalyst which helps the individual's development toward the ultimate goals of education, namely, self-esteem and control over himself and his environment.

The goal in T4C is not only to increase the amount of knowledge achieved, but to create the possibilities for a child to invent and discover, and thereby to grow and develop as an individual. When we teach too fast, we may exceed the child's rate of learning and actually keep the child from himself intenting and discovering. Teaching ought to mean creating situations where structures can be discovered. It should not mean transmitting structures which may be assimilated at nothing other than a verbal level. There is no minimal body of knowledge which is essential for every one to know, and this is especially true in technology. What is essential, is that each and every child be given the opportunity to develop as much as he can.

Inordinate stress on the body of knowledge must necessarily deemphasize the importance of the child. The body of knowledge which constitutes the content of technology and the world-of-work is so comprehensive and so complex, that no one man can be expected to learn it all. Therefore, the more reasonable approach is to place the worth of the individual in front of the worth of any minimal body of knowledge. Stated another way, the better course for the teacher is to build on the interest of the pupil and endeavor to expand and deepen his understanding in the best interests of each individual.

Summary

Technology for Children is a new curriculum endowed with sound philosophical and psychological basis. It offers activities from the technological world-of-work as an appeal to individual pupil interest. Involvement in these activities lead the pupil, with constant guidance from the teacher, to a meaningful and developmental personal growth in responsibility for his own learning. He thereby sees a personal need for basic academic skills known as the three R's.

The curriculum idea is being idealized by many national, educational and business leaders and is being adopted by ever-increasing numbers of New Jersey educators.

2. Model elementary program

The teachers at the Bond Street School in Asbury Park, New Jersey initiated Technology for Children programs in their classes. In grade three T4C involved students in social studies in a candle craft project, which included a field trip to a candle craft factory, and an opportunity for students to make Christmas candles in class. Teachers of the fifth grade have also included T4C. One teacher developed a photography project where students take pictures of the local community, including different occupations observed by the students. Another photography project filmed a movie in a grocery store and the school cafeteria relating to health and other careers. The students created, filmed, and produced the entire production. A carpentry project in a fifth grade math class and a communications project in another fifth grade class described various careers in these two fields. Even students in Special Education participated in T4C projects by making Christmas wreaths, gifts, and decorations.

Many of the T4C programs originated in the inner cities and are now spreading to the suburban schools.

3. Participant activities - Wesley Perusek, Research Associate

The following three part statement is the requested revision:

1. The New Jersey Department of Education's Technology for Children Program is in its seventh year of operation. Begun in 1966 under a Ford Foundation grant with a central staff of six, it has grown to approximately 1500 K-6 teachers and 150 supervisor-advisors. Teachers and supervisor-advisors from all counties in the state have been oriented to a workshop-classroom approach to learning through either six week summer institutes, three day orientation workshops and/or graduate level course in four state colleges.

   The project central staff and local supervisors conduct teacher released time orientations throughout the year. Direct experiences with tools, materials, work and problem centered activities are grouped around episodes, interest centers and a thematic approach to learning.

   A school system-wide commitment to Technology for Children is encouraged through a team strategy to program implementation. Teams for Teacher Education, Curriculum Development and Renewal, Community Support and Administration are a suggested supportive structure at the local level. Teams are regionally organized in the state.

   The program provides the services of a teacher center in Edison, monthly newsletter and idea literature, monthly regional meetings, curriculum development workshops, workshops for other state or local agencies and professional organizations and consultant services of the central staff.

2. My plan will be to communicate the essence of the Boston conference to the staff and participants and to continue the assistance and program support under way.

3. Inservice plans for 1973-74 include two summer workshops for new supervisors, a continuation of three day workshops for new teachers and an anticipated college course enrollment of fifteen (15) sections.

   A fall statewide Technology for Children Conference is planned. This is a continuation of a yearly event which brings together teachers, administrators, vendors and project staff to present, discuss, observe and share many aspects of the program.

Robert H. Arents, Supervising Consultant:

1. New Jersey has been developing an occupational awareness program of tools and technology in the elementary grades since 1966, which is commonly referred to as Technology for Children (T4C). Presently 124 districts out of more than 600 have implemented T4C in grades K-6. Some districts have implemented it in all classrooms, while others have allowed implementation on a voluntary basis by the classroom teacher. The latter instance is the rule rather than the exception.

2. My job as coordinator of a department task force on career education is to develop a department position paper on career education and to involve persons having elementary and secondary school responsibilities in the development of a comprehensive operational plan.

3. The current three-day in-service training program for teachers of T4C is available year-around. The greater availability of this training program is our short term goal. Credit courses in elementary career education are being planned in cooperation with the colleges in New Jersey as a long term goal.

Emolyn H. Sheninger, Consultant:

Stages

1. We are in the beginning stages of implementing career education programs.

Plans

2. I plan to meet with the other two conference participants from my state to develop a plan for further implementation of career education ideas. It seems unwise for each of us to develop plans on our own.

3. You will recall that three people from New Jersey attended the conference. We have since met and discussed possible ways of implementing ideas. New Jersey has a task force at work on career education. I want to hold any plans I have until the task force report is completed.

NEW MEXICO

1. Policy statement

Career Education

A Position Paper

Rationale:

A crucial concern in our present educational system is the lack of relevance of existing curricula for many of our students, as evidenced by high drop-out rates and by the difficulty youth encounters in finding initial employment.

Employers require a baccalaureate or graduate degree for only 20 percent of the jobs in the United States, yet nationally more than seven out of every ten junior and senior high school students were enrolled in general and academic programs in 1971-72.

The worth of an occupation and of its workers is more properly judged by its societal contributions than by the amount of formal education required for entry into that occupation.

In addition to career preparation, education has other values and contributions and these values should remain as part of a comprehensive educational system which includes career education.

Definition:

Career Development is essentially a lifelong process, beginning early in the preschool years and continuing, for most individuals, through retirement. As a process, it includes the view one has of himself and his possible work opportunities, the choices he makes related to himself as a worker, and the ways in which he implements those choices.

Career Education is an effort that public education and the community exert in helping all individuals become familiar with a work-oriented society and in implementing these values in their lives in such a way that work becomes possible, meaningful and satisfying.

Career Education is a basic approach to all education, including the four career life roles of occupation, family, leisure and community.

As such, it in no way conflicts with other legitimate education objectives, such as citizenship, culture, family responsibility, and basic education.

Career Education is an educational plan encompassing the kindergarten curriculum through adult education at realistic, developmental stages of the individual. Career Education is not a synonymous term for Vocational Education. Vocational Education is a part of Career Education and is a "program", with very specific aims, whereas Career Education is a "concept" with broad long-range goals. Students will be given a wide scope of occupational alternatives.

Career Education concepts and information should be incorporated in all school curriculums as an integral part of curriculums, not as a separate "course" or "class".

Implementation in the Elementary School:

In grades K through 6, emphasis is placed on "Career Awareness". School systems focus attention on helping all students to become aware of the values of a work-oriented society, while acquiring a general awareness of the occupational world. Teaching resource guides have been developed to assist teachers in this process.

Increasing awareness of self, the home, and the world of work should be an integral part of the learning process of all basic subjects taught in the elementary schools.

July 1, 1973, has been established as the date for the initial implementation of Career Education in grades K through 6.

Implementation in the Junior High Schools:

Junior high schools or middle schools should offer exploratory experiences in vocational offerings in the seventh, eighth and ninth years. Local schools should be given freedom to develop this "exploration phase" based on local research and to meet local needs.

July 1, 1975, has been established as the date for the implementation of career exploration requirements at the junior high school level.

Implementation in the Senior High Schools:

At the high school level, the objective will be to assist students in preparing for entry in the work force, to assist students in gaining skill training in a post-high school institution or to assist students in continuing academic education in a university or junior college.

July 1, 1977, has been established as the date for the implementation of Career Education at the high school level.

The Counselor's Role in Career Education:

The counselor's role in Career Education is defined as a process in which the student is assisted in understanding himself, including his interests, values, aptitudes and attitudes, and how self-concept relates to opportunities available to him in education, the world of work, and the community.

The counselor not only assists the student in understanding himself and the alternatives available to him in the school and beyond the school, but also organizes and manages the guidance program to assure that students have appropriate information in regard to the relationship between career choice and local, state and national employment opportunities.

The counselor helps students to develop decision-making skills and to judge the worth of alternative decisions. He needs to work not only in the school environment but also outside the school environment, in cooperation with local business and industry, in developing work experiences and opportunities for youth.

Other educators also have a role to play in assisting counselors to meet these objectives.

Conclusion:

Statistics from the "State Department of Education Public Schools by Grade, 40 Days 1972-73 Average Daily Membership Report" and from the "1972-73 New Mexico State Plan for Vocational Education" show that of 278,535 public school students, only 40,628 students, or approximately 14 1/2 percent are receiving some vocational training.

"A Report on the Success of New Mexico High School Students", published by the State Department of Education, February, 1971, reveals that "it can be calculated that for every 100 ninth graders in the nation, 23.6 will graduate from college eight years later. The comparable figure for New Mexico is 17.6". The State Board of Education is concerned about these statistics and endorses Career Education as a practical means to improve educational and occupational opportunities for the youth of this state.

2. Model elementary program

   1. Portales Career Education Project established one pilot grade within each elementary school in the system. The purpose was to involve each elementary principal and to make available to all teachers in each building a project

classroom for observation purposes.

2. Estancia Municipal Schools Project was created to focus the learner's attention on those behaviors and processes normally involved in every day life of people at work. The learner's attention has been focused on making decisions and executing these decisions effectively.

3. The Ruidoso Project was designed to develop Career Education curriculum materials for implementation in grades K-6. The project was inter-related with an Instructional Development Institute administered by the State Department of Education. The Institute used Career Education as the topic for a systems approach to problem solving and curriculum development.

3. Participant activities - Joan Page

1. We have funded 14 pilot projects which are at various stages and various grade levels. These projects have produced some curriculum materials. There have been a few workshops for teachers connected with these pilot projects.

2. I will:

   a. Continue meeting with State Board Committee on career education

   b. Get the commitment of State Board through acceptance of Position Paper on Career Education after it has been reviewed by SDE personnel and local superintendents, and

   c. Continue to work with the established career education university committee in the development and coordination of summer workshops.

3. What I am planning to do to further in-service teacher training. I plan to:

   a. Work with SDE Committee and the university committee in the development of in-service teacher training workshops

b. Work with pilot project directors in the development of in-service teacher training workshop

c. Serve as a resource agency for the distribution of materials

NEW YORK

1. No policy statement received.

2. Model elementary program

New York City has a variety of career-oriented activities in many elementary schools:

a. Four Mobile industrial laboratories, serving 20 elementary schools and providing experience for 1800 pupils.

b. In-plant shop facilities for career cluster exploration in 18 elementary schools.

c. Career-oriented language arts and math in 42 schools, serving approximately 800 pupils.

d. Construction centers in 20 elementary schools using a portable classroom.

e. State supported Career Education Model in District 7, Bronx.

f. Liaison between 32 Community Districts and the Office of Career Education through a standing committee of district representatives.

3. Participant activities - Robert H. Johnstone

a. There is some activity in our state in the area of "Career Education" but it is mostly at the local level. At this point in time it is not receiving strong support or leadership at the state level.

b. Upon my return from this conference I shall make a report on this conference and explore what next steps the Department intends to take.

c. Because I work closely with the Bureau of In-service Education, they will be included in the task outlined above.

NORTH CAROLINA

1. Policy statement

Career Education Policy

Statement by
Chairman Dallas Herring
April 5, 1973

The ability to read with understanding, as well as to write and speak with precision, and the ability to compute with accuracy and comprehension are the most essential skills and insights which education can develop in any student. All further progress in education depends upon how well these abilities are mastered. The earlier the student acquires them the more rapid and thorough his progress may be. Nothing should detract from, or diminish the emphasis given to, the development of these competencies in every student, especially in the elementary years.

Some students do not acquire these basic skills and insights as readily and as thoroughly as others. Their progress is seriously hampered and education becomes a discouraging and frustrating experience for many of them.

It is suggested that for some students the basic skills of reading, writing, speaking and computing may be learned, with greater appreciation for their value and meaning, if they are related to practical occupational goals in which the students have a natural interest. In other words, applied basic education experiences, when logically related to occupational education, may improve the opportunity to learn the basic subjects. It is not suggested that this would be an adequate substitute for the courses in basic education, but a helpful supplement to them.

Occupational education thus, instead of being limited to economic goals, would be enlarged and expanded as a laboratory to enhance learning in the basic studies as well. The student in a bricklaying class, for example, may learn some applied geometry as he constructs arches or some applied physics as he constructs a cantilevered wall section.

It is one thing to insist upon a sound and separate basic education curriculum for all students, with elective courses in occupational education which include a strong emphasis on applied basic education experiences. It is quite another thing to propose that occupational education, with its attendant economic goals, "permeate the entire curriculum," as some national leaders have suggested. The first alternative seems worthy of further experimentation and study. The latter does not.

In order that these concepts may be understood and adhered to, career education for North Carolina can be defined as:

> "A system of study which emphasizes applied basic education experiences and relates them to occupational education in a sequence of elective courses which are offered in addition to, rather than in lieu of, the basic disciplines, so that students who desire (1) to become aware of, (2) to explore in a general way or (3) to become skilled in certain occupations may acquire a better understanding of the importance of basic education to their occupational goals and may be motivated to increase their understanding of basic education in preparation for adult life."

If understood in this way, the concept would seem to afford very little risk that the abuses which have been pointed out will occur. Nevertheless, the following should clarify the Board's position with respect to certain concerns which have been expressed:

1. Premature choices of an occupational goal and early "Tracking" of students in a way which prevents their full basic educational development should not occur. Alternatives should be offered which will, with professional and parental guidance, enable students to make wise choices in establishing educational goals.

2. The schools should never become an instrument for social engineering, as certain behavioral psychologists are alleged to advocate. Individual freedom and dignity should be among the highest values which education should protect and encourage.

3. Career education, as defined above, cannot be considered a panacea for all of the problems of learning. It should be tried experimentally as a possible solution to some of these problems.

4. Students should develop a wholesome attitude toward work, but work is not the whole purpose of living. Nor should all learning be limited to that which may have a useful or practical value. There are many things worth knowing which have little, if any, practical usefulness in the production of goods and services. Economic independence is a worthy goal of occupational education, but it is not education's only goal.

5. Meeting the needs of all students should be a primary purpose of education, but it is not suggested that career education alone can do this. Nor is it suggested that all education should have a career goal. Learning for personal satisfaction and growth is also a proper objective.

6. Development of the mind, in its ability to acquire knowledge and understanding and to make intelligent judgments, should continue to be a primary purpose in education.

7. Improvement and expansion of occupational education courses in the comprehensive school should be based upon the latest information which can be obtained concerning the kinds of employment that may be available when the students are to be employed. There is no value in training anyone for employment which may never be available to him. The trends in employment should be studied constantly and occupational education should be changed in the light of that knowledge.

8. In the elementary schools students for years have had the chance to become aware of certain trades and professions. Lawyers, doctors, ministers, policemen, firemen and others have visited elementary students to give brief explanations of their work and students customarily have been encouraged on such occasions to ready about these careers and to engage in limited activities which interpret them. This experience has shown no abuse of the child's learning in the basic subjects. Interest in reading and computing usually has grown instead. While care should be taken to hold these experiences within reasonable bounds, the practice seems worthy of continuation. We see no risk in calling these long-established methods a part of the new concept,

> but we emphasize that reasonable limits should be maintained and that the primary goal should be to enhance basic education.

Career education, as Dr. Sidney Marland, its principal advocate, has said, is "an experimental concept which has not yet proved itself." We believe that there is sufficient reason to expect that further experimentation, within the limits discussed above, may lead to an improvement in the basic education of some students. We, therefore, support the proposal to engage in carefully conceived experiments which are designed to establish whether the concept has real value for North Carolina. We do not believe widespread changes in the curriculum should occur unless and until it is clearly established that the concept is sound.

We commend the Task Force on Career Education for its effort to arrive at an acceptable and a productive answer for North Carolina. The State Department of Public Instruction is requested to continue its study in the light of this response to the Task Force Report and to advise the Board of its progress.

2. Model elementary program

Methods of Implementing a Program of Career Education

The methods for implementing career education described in this paper were developed and tested in practice in the classrooms of A.V. Baucom School and Apex Elementary School in Apex, North Carolina. Funds used for materials, supplies and personnel were provided under Part D of Public Law 90-576.

The career education project in Apex was funded originally for the 1970-71 school year and re-funded for two subsequent years. The project provides for a career education focus in a total K - 12 system with the two major objectives of getting occupational (career) information incorporated into ongoing classroom instruction and to improve pupil attitude toward work.

The methods adopted by the project staff to implement the career education concepts were centered upon the involvement of the classroom teacher. During the first year of the project a 32 hour workshop for teachers with emphasis upon the concept of career education, strategies for integration of career information and basic skill instruction, various media methods for presenting information and the opportunity to try some skill areas taught by vocational instructors. Approximately 70 teachers completed the workshop but some of the teachers were from attendance areas other than Apex.

Selected teachers were paid stipends during the summer months to develop sample lesson plans and teaching units combining occupational information from a variety of sources with state adopted textbooks. The units developed were printed and bound for distribution to other schools in the county.

Additional workshops for teachers provided the opportunity to gain "hands-on" experience in the use of various tools and selected equipment. In the lower grades the use of hand tools was stressed while teachers of grades 4 - 6 could use the hand tools and power equipment that would be used by pupils in the exploratory programs such as carpentry, small engine repair, sewing, cooking and commercial art.

This provided teachers with knowledge of what is taught in exploratory courses and the skills gained by the pupils that can be incorporated in the basic instructional program.

Copies of the 15 career clusters developed by the United States Department of Education were distributed to teachers with suggestions for integrating this information with the teaching units developed during the summer workshop.

Special events play an important role in implementation of a career education program.

Kin Week encourages parents to come to school to describe their occupation to the pupils in their youngster's class. In many instances the parents also speak to other classes while they are at school. Further, this activity helps to build good public relationships while getting the community into the classroom.

Job Halloween encourages role identification and role play by the pupils of various jobs that interest them. This also provides opportunities to develop concepts of dignity of and importance of work to both self and others.

Centennial Celebration encourages comparison of methods of production, standards of living, and contributions of workers. This can be applied to any local "day" or "week" such as a Founders Day, Columbus Day, Arbor Day, Valentines Day. Special teaching units may be developed to emphasize the contributions of various workers to commemoration of the day.

Special long term units have been developed by some teachers that may be 9 weeks in length and include all basic skills instruction and most activities. As an example a unit on the environment might include all the Language Arts, Music, Science, Art, and Arithmetic in addition to environmental control and the occupations involved.

Enrichment Days were two days set aside to permit pupils to work in areas that interest them. Some observed cooking, small engine repair, and woodworking shops at another school, others were involved in making wire jewelry, weaving, pottery making, discussion of acting and plays with the director of the Raleigh Little Theater. Some were involved in math puzzles and games, vocal and instrumental music, wrestling, and model aircraft operation.

Of course field trips and speakers were an ongoing activity but with a difference. Field trips had to be occupationally oriented and prepared for through career oriented activities then followed up by career oriented materials. Speakers, arranged for through the project increased the occupational information beyond that usually included in visits to classrooms.

Another version of the speaker was the teacher of the mini course. These were courses of short duration whose content was jointly planned by the classroom teacher and the expert practitioner for some particular area or set of objectives for the pupils.

Baucom City was built of wood and triwall large enough for 304 children to get inside each of the five buildings. Teaching units were developed that encouraged use of the groupings into various career oriented teaching stations. As examples; when studying community helpers each building can become a specific site such as a hospital, fire station, but terminal, and through role play the entire curriculum could be included in the scheduled activities. Other teachers preferred to use Baucom City jointly and develop each of the buildings to represent particular aspects of an occupation such as transportation. One building became a train depot, another a bus station, the third an airline terminal, the fourth a travel agency and the last a trucking center. Again; all the Arithmetic, Art, Music, Science, and Language Arts skills could be taught in an occupational frame of reference.

Some teachers ventured into mass production of plastic objects, interior decorating, and other activities within their classrooms using the entire classroom as the central focus of instruction while other teachers created interest centers or specific career centers in their classrooms that could be changed when the teaching units were completed.

3. Participant activities - George Kandy and J.W. Jenkins

   a. Activities:

      (1) Several experimental projects (8)
      (2) Beginning stages of orientation to the concept
      (3) Planning in-service programs for teachers

b. Plans for:

   (1) Orientation for the total state staff
   (2) In-service training of the state staff
   (3) Working with instructional leaders and college personnel throughout the state
   (4) Bring together selected teachers to develop ideas and activities on three levels

c. Plans for:

   (1) Several conferences in the state for administrators, teachers, and counselors
   (2) Summer principals conference
   (3) Summer superintendents conference
   (4) In-service training for 2,500 elementary school teachers during the month of July 1973, with emphasis on "career awareness."

NORTH DAKOTA

1. Policy statement

The purpose of education is to develop in the child a positive self concept for his role in a free and changing society.

There are skills which every person must have in order to function successfully in society. The skills of reading, language arts, social studies, health, and the fine arts are important to the child, if he is to have a secure and meaningful life.

Career education in the primary and intermediate grades will acquaint the child with the World of Work by exposing him to a variety of experiences in order to make realistic career choices later in life. This total program will help to foster a positive attitude toward the dignity of work in our society.

The total elementary program will serve as a foundation so that the student will be better able to explore career choices at the middle, secondary, vocational or college levels.

2. Model elementary program

North Dakota is developing a statewide K-12 program in vocational guidance and occupational preparation for the changing

World of Work. The following 31 concepts are developed in grades K-6:

Concepts to Develop (Grades K-6)

1. Specialization leads to interdependency.

2. Geographical location determines kinds of work found therein.

3. Individuals live in a particular geographical location due to the nature of their work.

4. People need to speak well in their work.

5. People need to be able to listen in their work.

6. People need to be able to write in their work.

7. Reading helps people in their careers.

8. The ability to communicate effectively helps a person work well with other people.

9. Understanding of mathematics helps people in their work.

10. Money is the chief form of barter in our society.

11. An understanding of science helps people in their work.

12. Having a scientific attitude (problem solving) helps people in their work.

13. Advances in science change work.

14. Advances in science have altered the occupations that produce goods and occupations that produce services.

15. Some people work to help us stay healthy.

16. Some people specialize in their work to keep us healthy.

17. There are many jobs associated with physical education.

18. Music, Art, and Drama give people pleasure.

19. Some people have occupations in fine arts to give us enjoyment.

20. Careers in the fine arts often require special training.

21. There are many jobs associated with fine arts.

22. Self understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.
25. A society needs both a producer of goods and producer of services.
26. Supply and demand of goods influences the kinds of workers found in the community.
27. People work for various rewards.
28. Math concepts are necessary in communicating.
29. A healthy body is essential to a productive worker.
30. Many people have special training for work.
31. Recreational activities expand interests.

The two lesson plans below are typical examples of the career education activities that occur in elementary schools in North Dakota. (Taken from "Samples of Career Education Activities: Elementary")

Career Development Activities

Broad Objective: To develop positive attitudes toward the World of Work

Specific Behavioral Objective:

To demonstrate student's knowledge of parent's occupation, the students will and name three tools that his parent uses in his work if that number is available.

Suggested Sugject Area: Language Arts

Suggested Grade Level: 1

Activity

1. Parent bags: Use child decorated paper bags to bring tools (or a tool) of either parent's occupation to show and explain their work.
2. Have students take these home and have their parents put tools into bag and explain to them what each is used for.
3. The child brings daddy-bags back to school and explains to the rest of the class what his father's job title is and tools

used and how used.

Suggested Technique

1. Discuss work and workers and how each worker is very important.

2. Discuss how certain tools that their parents use makes work easier. (example of tool) Do same for teacher (ruler)and student (pencil).

3. Discuss how their fathers need certain tools in their work.

Resource Materials

1. Paper bags - Construction paper, crayons, tempera paints, colored,chalk paste.

2. Egg Beater (mother), pencil (student), ruler (teacher).

Lesson 2

Broad Objective: To present appropriate information about the world of work

Concept: Math concepts are necessary in communicating (See #28 above)

Specific Behavioral Objective:

Students are able to list the Math related occupation that pays the highest salary and the one that pays the lowest of those graphed.

Suggested Subject Area: Math

Suggested Grade Level: 5

Activity

1. Make graph showing weekly, hourly, or monthly wages of various kinds of workers.

2. Types of graphs: pictograph, line, bar

Suggested Technique

1. Discuss various uses of graphs using actual samples of each.

2. Review reading of the three types of graphs.

3. Discuss most appropriate graph for any given data.

4. Direct students to sources of given data.

Resource Materials

1. Samples of graphs

2. Encyclopedias and other reference books

3. Math text
   Occupational Outlook Handbook
   U.S. Department of Labor
   Employment Security Bureau
   a. Resource person visit class
   b. Committee visit bureau
   c. Write to bureau for information

Film: What are Decimals? (12 min)
B/W 981 EBE

Filmstrip: 292 A Graph Tells A Story
572 Measurement
557 Scale Drawing
from Bismarck Public School Filmstrip Library

3. Participant activities

   a. We are ending the third year of the North Dakota exemplary program. The pilot program site is in the Bismarck public school system; three or four smaller schools will be added later.

   b. I hope to give a report on this conference to the personnel of the state Department of Public Education.

   c. We plan to continue:

      (1) Sponsoring orientation sessions for the staffs of the elementary and secondary schools concerning Career Education, Self-Awareness Education, Use of Test Results, and New Approaches to Drug Education.

      (2) Encouraging North Dakota State University to continue to offer extension courses through in career education and self awareness education.

OHIO

1. Policy statement

Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school with motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for pre-professional instruction or vocational education. The career education program also provides pre-professional instruction leading to further education, vocational education leading to successful entry and advancement in an occupation of personal choice, and training, retraining and upgrading instruction throughout an individual's work life which is consistent with the technology of the world of work and the individual interests and the needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home and the school to prepare youth for successful entry into the world of work. The school integrates the career motivation, orientation, and exploration program with the regular curriculum and includes a strong family-life program to develop the positive influence of the home to its fullest potential.

A total career education program includes the following phases for elementary education:

a. A total Family Life Program within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

b. A Career Motivation Program for all youth in kindergarten through Grade six which develops a positive attitude toward the world of work, inspries respect for all work and creates a desire to be a part of the world of work.

2. Model elementary program

Career Motivation Program

The first phase of the Career Development Program, Career Motivation, with its goals of Awareness, Appreciation, and Motivation, emphasizes work as the meaningful activity engaged in by the child at home and at school.

For the elementary school child, work refers to the tasks in school and at home for which he has assumed a responsibility. Later those tasks become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

Career Orientation and Career Exploration Programs build upon this foundation of motivation for work. They deal more specifically, however, with work in the form of occupations. Not until after elementary school will the child be exposed to and assisted in becoming oriented to jobs and occupations as a part of career programs. At that time he will need to draw upon a foundation of healthy respect for work and responsibility. This healthy respect for work in the elementary school child is significant to his development as a person, as well as to his becoming a contributing member of society.

The Child and Work

For the child, entrance into elementary school begins his contact with the broader world outside his home. School allows him to deal with his sense of personal industry and offers him his first real experiences with work. At this time he is faced with the development of a sense of industriousness and he must become aware of and motivated to take part in the world of work around him. As he progresses through elementary school and his world expands, his work expands and becomes more complex and he develops a readiness to meet the challenge of sound career progress.

Thus, work in the Career Motivation Program has a special meaning for the child in his development as a person. During the elementary school year, he tends to develop either a sense of industry or a sense of inferiority. As he is assisted in becoming industrious, the child learns a number of valuable work lessons. These help him to grow as a person. They are closely related to career motivation and to subsequent career development.

The child learns that there are external criteria for evaluating his activities. Other individuals, teachers and peers, will determine how well he has performed his task. He learns that some of his activity should be productive. That is, he should produce something rather than engage solely in random activities. Subsequently, he discovers the personal rewards that come from completing a task. In the elementary school, he learns to utilize the tools of home, school and community. He discovers what they are, what they can and cannot do, and how to find and use them more efficiently.

Furthermore, he learns to share his tools and himself with others.

Source: World of Work Career Motivation: Curriculum Guide for Grades K-6, Ohio State Board of Education, 1972.

3. Participant activities - Virginia L. Kunkle

a. The basic concepts of career education are integrated generally in our elementary education curricula presently. The career aspects need to be highlighted with teachers for implication and implementation, however.

We need inter-divisional planning in our state. Isolated vocational education has been the trend. My elementary education staff members and I will volunteer time and efforts in broadening the program.

Ohio's Right to Read Effort has been successfully organized for state-wide involvement. A similar structure could well apply to a thrust in career education.

b. We have targeted toward assessment and staff development as delivery system towards achieving our goals. These procedures could also apply in the field of career education.

At this time the division of elementary and secondary education has not been involved. Vocational education has its own program.

c. Immediately upon return from the Boston conference, I talked with the Superintendent of Public Instruction relative to the stimulating meeting content. During conferences with elementary school principals, I do talk with them about cultivating staff interest in developing career implications in their present courses of study and stressing the inherent correlated learning.

OKLAHOMA

1. Policy statement

What is Career Education?

Career education could be termed a concept in search of a definition. Many definitions are emerging, but there is no single one which is universally accepted. Career education was first introduced on a large scale by the U.S. Office of Education in a speech by Dr. Sidney P. Marland "Career Education Now" given before the National Association of Secondary School Principals, Houston, Texas, January 23, 1971. From this speech and subsequent ones by Dr. Marland and others, the following key concepts for career education have emerged:

Key Concepts

a. Preparation for successful careers shall be a key objective of all education. The course of continued progress in the life of a person; thus, a career would include the educational experience, work, and continued choices which the individual has to make throughout his life. A career is progress along a pathway, not an arrival at a destination.

   Therefore, career education would include all of those experiences which would enable the individual to be ready for economic self-sufficiency, for a personally satisfying life, and for new learning experiences appropriate to his vocational and avocational interests.

b. Career education is not synonymous with vocational education, but vocational education is an important part of career education.

   Career education is not just another word for vocational education and should not be the concern of vocational educators only.

   Career education is an attempt to restructure all of education, to give it more meaning, and to make it more relevant. If career education is to succeed, it must be accepted and incorporated by all of education.

c. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

   Career education is not something to be "added on" to the existing curriculum, but is to be infused into the regular content of every course. This means that teachers must understand and emphasize the practical applications of their subject matter, freely utilizing role playing, field trips, and simulation to make abstract content more meaningful. New curriculum must be developed to help teachers make their curriculum more relevant to student's lifetime career needs.

d. "Hands on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

e. Preparation for careers will include work attitudes, human relation skills, orientation to the nature of the work-a-day world, exposure to alternative career choices, practice in decision making, and acquisition of job skills.

f. In addition to the classroom, learning environments will be identified in the home, in the community, and in employing establishments.

Education must reach out from the classroom to take advantage of all resources and all learning situations. We need to increase involvement of parents and others in the community in all levels of education.

g. Horizons extend K-Adult.

Career education will provide a youth the flexibility to leave for a job or work experience and return to school for further education, including the opportunity for upgrading and continued refurbishing of adult workers as well as providing education for the productive use of leisure time and the retirement years.

h. Career education is the basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

If successful, career education will provide the relevance and motivation to make subject matter content more meaningful; therefore, the students' performance should complement the basic skills, not take away from the teaching of them.

Source: Career Education: A Counselor Guide, Oklahoma State Board of Vocational and Technical Education, (Field Test Copy).

2. Model elementary program

Grades K through 6-Career Awareness

At the elementary level, the two major concepts to stress are attitude development and awareness of the world of work. Developing positive attitudes toward the world of work is a developmental process which should begin with self-awareness and gradually move to help each pupil formulate career thoughts so he will develop a positive attitude toward becoming an effective worker in a career oriented society. The child must first develop a positive attitude toward himself as a person and a worthwhile worker before he can develop a positive attitude toward work or other workers.

Awareness of the occupations included in the fifteen occupational clusters exposes individuals to a diversity of work values so they will know and understand those that exist. To familiarize children with work is similar to learning any subject matter. One must begin with the known and move to the unknown - a child must begin with family workers and/or significant persons in his life, then advance to the community, national and international workers. Career awareness should be a part of the daily curriculum, integrated into the major subject areas to help students become aware of occupations that lead from the subject areas.

How would an elementary teacher go about implementing this philosophy?

Basically, it would involve a restructuring of some present activities. Field trips would focus upon the worker rather than the product and would be planned to expose the student to a variety of workers at various levels of expertise.

Resource people would be brought into the classroom to discuss their work, their accompanying life style, and their feelings about the work. Subject matter skills, such as reading and math, would be structured to include the basic career education elements. For example, a reading lesson could focus upon a specific worker including the work setting, the worker's feelings and attitudes, and his lifestyle. A math unit could be structured around the math skills needed by a carpenter, a groceryman, or some other worker with whom the student could identify.

Role playing, simulation, and "hands on" activities would be planned to provide more concrete learning experiences.

Basic decision-making and problem-solving skills would be introduced and practiced.

3. Participant activities

   a. We have just scratched the surface in career education at the elementary level.

b. I will talk to people in policy making positions to convince them that we need a director of career education in the State Department of Education. This person must be full-time and be permitted to organize and make decisions.

c. We will do in-service for teachers and teacher training, using a recently revised guide called Developmental Vocational Guidance K-12. This guide relates to career education.

OREGON

1. Policy statement

Governor's Advisory Council's Report

State Advisory Council Recommendations and Findings

The evaluation conducted by the Governor's Advisory Council for Vocational Education centered on the basic functions of career education guidance and counseling service in Oregon's schools. This focus resulted from the 1970 evaluation findings regarding inadequacy of counseling and guidance in the elementary and secondary school.

Specifically, the Governor's Advisory Council recommended that the following be included in the 1973 State Plan.

a. Counselor certification should be redesigned to serve today's career education needs. The establishment of guidance certification requirements should encompass the full range of career guidance services. It should acknowledge the variety of experience required to properly serve in a guidance role, regardless of where or how these experiences are acquired. The process should also acknowledge the differing requirements of the following:

    Career Awareness (K-6)
    Career Exploration (7-10)
    Career Clusters (11-12)
    Career Specialization (13-14)

b. Training institutes and organizations should redesign their programs in accordance with new counselor certification requirements. The newly constructed programs should have as their primary goal the training of guidance personnel to a level of competency that will allow each to function effectively at his assigned level.

c. Oregon citizens should have access to a full range of career guidance and counseling services. Wherever possible, Oregon's schools (K-14) should house this service in order to serve the population in greatest need of the services. It is recognized that not all schools will have a staff large enough to provide the full range of services recommended. In this event, the State Department of Education should recommend alternative plans to provide for these services.

d. Guidance personnel should adopt a procedure for the continuous evaluation of their service to others. Wherever possible, the process of evaluation should employ the concept of self-evaluation.

Oregon Competency Criteria

Suggested Teacher Competencies

Staff Competencies

Teachers will be able to:

Identify the careers represented among the parents of your students.

Utilize learning activities that foster wholesome attitudes regarding the worth and function of work in all fields at all levels.

Understand the total career education program within your school district and identify your role in the total program.

Help students realize that responsibility and decision making are part of career development.

Identify people in the local community who are willing to talk to students about their occupations and keep a directory of contacts made.

Analyzing the direct relationship between competencies developed while in school and those needed in occupations as well as in citizen, avocational and family life roles.

Identify organizational patterns and levels of jobs in industries and business in the community.

Identify major occupations and characteristics of jobs in each cluster area.

2. Model Elementary program

Tigard, Springfield, and Pleasant Hill Public Schools

Tigard

Continuation (Phase II) of development of a comprehensive, articulated career awareness model program, grades 1-6, in one elementary school. Emphasis will be given to staff development, curriculum modification, and content development for learners at each grade level. Major emphasis in phase II is to refine the model, revise materials and prepare for extension to other elementary buildings in the district.

Springfield - Mt. Vernon Elementary and Brattain Elementary

Continue development of a model career awareness program, grades 1-6, in two elementary buildings, based on summer workshop for staff, deveopment of useful resource materials, and modification of instructional program to create increased focus on occupational life role. Major emphasis on extended staff development and project replication for additional schools in the district, plus revision of teacher's guide developed in phase I.

Pleasant Hill

Provides for refinement of a model career awareness program for grades 4-6 in a small school district, and for initial development of a program for grades 1-3 in a second (primary) building . Staff development, content development, use of community resources, total staff involvement in planning and implementation process are features of the project. Closely related to Tigard and Springfield projects with some joint staff planning during the year. Guides developed in phase I will be revised and disseminated state-wide through Oregon Board of Education.

Springfield - Moffitt Elementary

Development of a career awareness program based upon students rather than curriculum content. Student interests, points of view and concerns will be used in the development of "student-based" program. Major emphasis will be placed upon guidance and counseling role in career awareness.

Universities

Phase II of a major pre-service teacher education project designed to study existing career education courses for prospective teachers at all universities in the state, and incorporate findings into a planned two-year model development process which would result in course offerings in career education for all prospective teachers at several colleges and universities in the state. An inter-institutional committee representing each institution involved advises and assists in planning. Oregon State University serves as pilot institution and project sponsor.

3. Participant activities- Jim Goddard

We plan to develop within the State Department of Education a systematic procedure for coordinating the basic education section with the career education section, for purposes of implementing the concepts and goals of both areas.

We also want to develop procedures for both areas to initiate in-service training programs cooperatively to improve teacher preparation programs.

PENNSYLVANIA

1. Policy statement

Career education is the blending of the academic with the vocational in the process of educating all persons during their entire lives to be aware of the variety of opportunities for work that exist in their community and in the nation. It prepares the individuals by establishing foundations for their working lives based upon identified interests and talents to the end that they will be able to make effective use of their skills.

Goals

1. Learning to live.
2. Learning to learn.
3. Learning to make a living.

Career Education Three-Year Action Plan

1. A K-Adult plan which identifies and utilizes the resources of the business-industry-labor community for career education programs will be implemented and evaluated in each of the 29 Intermediate Units.

2. The Bureau of Teacher Education in the Department of Education will develop plans by which all teacher training institutions in the state of Pennsylvania will incorporate at least one course of study in the theory and practice of Career Education and Development.

3. Classroom teachers in grades K-Adult will acquire the skills and understanding necessary to effectively relate their content areas to a broad spectrum of career clusters. This training shall occur in pre-service and in-service programs.

4. All students will have access to career guidance programs appropriate to their needs.

5. Each local school system shall modify its ten-year plan to identify for all persons sequential career development skills and shall provide personnel who can develop those skills.

6. The Pennsylvania Department of Education and the local boards of education shall form school-community advisory committees which will function to express the needs, goals and contributions of all interested persons in the process of Career Education.

7. The Pennsylvania Department of Education shall evaluate annually the Career Education programs in each of the Intermediate Units.

2. Model elementary program

McKeesport Area School District

Career Education means many things to people across the nation. Both the implementers and observers have varied opinions of what Career Education is or what it should be. Some have difficulty seeing any difference between Career Education and vocational education. Others see Career Education as an addition to the on-going school programs - something that is isolated from the curriculum. To others, Career Education is the major responsibility of the counseling staff and can be implemented through events such as career days or consultations with counselors; these people see Career Education - and more specifically, career choice - as an event that takes place in a short period of time. Those of us implementing Career Education in McKeesport see it as a process that takes place as soon as an individual begins asking questions such as "Who am I?", "What do I value?", "Where are my interests?", and "What can I do well?" In McKeesport, we see the career development concept as all-encompassing - a total approach to education. Career Education, then, is not a narrowly defined concept that deals only with the development of the individual's understanding of the work world. Rather, Career Education in McKeesport is a program based on the total development of the individual.

Very simply, we believe that Career Education is based on the idea that all individuals in their growth and developmental processes should be involved in an educational experience that will allow them to assess their own interests, evaluate their own abilities, and come to realistic decisions about their own lives. We feel that these educational experiences should take place in a school atmosphere that is reality bound, personalized, and self-oriented. These three philosophical cornerstones influence everything else that we attempt to do with Career Education in McKeesport.

Reality bound education provides the student with the opportunity to see how the subject matter relates to real situations either through the on-going process in the classroom or through learning excursions into the community. Moreover, reality bound means that the student will have a chance to apply the abstract subject matter in a "real" situation. If education is to be personalized, the student should be able to understand why he is studying a particular subject. He should, furthermore, have some responsibility for directing his own learning based on his own interests. Finally, self-oriented education means that the teacher has an obligation to provide - and the student the right to be involved in - a classroom atmosphere where answers to questions such as "Who am I?" and "What do I value?" are answered. Self-oriented education places an emphasis on the affective process as not only a legitimate but also a critical component of the on-going classroom activities. If you keep these three philosophical themes in mind, you will have a better understanding of what we are trying to effect in the McKeesport Area School District with the Career Education program.

McKeesport Area School District has been involved in a Career Education program since April of 1972. Our basic mission is research and development stemming from Part C of the Vocational Education Amendment of 1968. Because we are involved in research and development, we have been testing many different types of approaches and procedures toward integrating career development education into the curriculum area. Over the course of the past several months, we have found many activities and strategies that are successful; we have also discovered many procedures and approaches that do not seem to work. I will attempt to share some of our successes as well as some of our failures. The basic responsibility for Career Education is not the sole domain of any particular person or academic group. It might even be said that the educational system cannot be entirely responsible for developing Career Education. Rather, Career Education must be a community effort, and all forces of that community should work together to promote career development themes or activities.

When we originated our Career Education program, we attempted to integrate career development themes into the existing curriculum. We saw this integration not as a revolutionary process but as an evolutionary process. We were attempting to systematically implement many of the good strategies and techniques that teachers have been using for some time. Our initial approach was to take six elements or vehicles of Career Education and utilize them as activities that would facilitate the integration of career development into the classroom. The six elements or vehicles are neither schemes nor gimicks, but are bona fide educational activities which serve as catalysts in the career development process. It was through the implementation of these elements that our Career Education program began. The six elements or vehicles are as follows:

Occupational Orientation
Learning Excursions
Resource Persons
Subject Matter Tie-in
Hands-on Activity
Role Playing

If effectively implemented, these elements will help to accomplish several goals. 1) Each student will see the relationship of academic skills to life skills. 2) Each student will learn more about himself and about the society in which he lives. 3) Each student will have the opportunity to learn about many occupational areas and will be able to explore and understand those areas in relationship to himself and what his specific interests are within them. And 4) Each student will develop an understanding of the ever-changing nature of society and the implications for his own career development.

Very briefly then, these are the six elements of Career Education that we attempted to implement in the initial stages of our program. You may have noticed that all of the six elements are somewhat product oriented even though a process is implied. By employing any of these six elements a teacher or student is able to see the outcome. Implementation of the six elements at the outset of our program gave the Career Education program a highly product oriented tone. Initially, this was very reinforcing to both students and teachers alike; and it does have a very strong value which we would not be willing to give up all claim to in terms of its merits. However, there also lies a danger in employing six elements that seem to be so product oriented. The danger, I believe, is that the six elements can be employed without the students making real sense out of what it all means. It is possible for students to get the product without having an understanding of the process. It was one of our first discoveries in implementation. We had to retrench and refocus on what we knew were important processes for students to comprehend.

In conjunction with the over-emphasis on product in our initial stages, we also found that teachers tended to translate Career Education in the curriculum area as meaning that the subject matter content must continually be related to jobs and occupations. In terms of our own philosophy, nothing could be further from the truth. Career Education is more than jobs and occupations; if this is not the case, then I feel that there is no way to describe it other than a fad or a reaction to an economic pressure in society. I don't have this glum, narrow view of Career Education. I feel it is more than jobs and occupations. It involves preparing students for a total life experience. If Career Education were nothing more than preparing the economic man for his place in the labor market, it could not be truly said, at least in McKeesport, that all education in McKeesport is Career Education. The educational philosophy of our district is such that we are attempting to prepare students for a total life experience; Career Education must relate to this or there is no way that it can be totally integrated into our on-going educational process.

There are many ways you could define conceptually what types of processes are important to prepare students for life experience. Somewhat arbitrarily, we have identified four concepts we felt were important in career development. Number one, the concept of self; students moving through a Career Education program should have some understanding of themselves and their own personal dynamics and how they interact and relate with others. The student should, moreover, have an understanding of what his value system is and how he relates it to the varying or different value systems of others. He should have an awareness of his interests and the opportunities to expand them, as well as realistic sense of what his abilities are. The second concept that we felt was important was that of Economy. Our society is based on an economic system. The students should understand how this system works, how it affects him personally as well as the society in which he lives. The third concept or process that we felt was important came out of perhaps a sense of guilt we developed in utilizing resource people and other unit activities. We knew that some of the resource people we invited to the classroom stand a good chance of being phased out as different types of technology are introduced. We felt it was important that students understand the impact of new ideas, new methods, new equipment on all aspects of his life, the job market, the economy, and society itself. Utilizing Technology as a process concept we could stress the need for flexibility and the need for students to be able to consider alternatives based on what they knew about themselves and the changing nature of our world. The fourth area that we felt was important was that of Society. Briefly, no individual within the highly technological society is completely autonomous; people are inter-dependent. In fact, all four of these processes that we have identified interact and are inter-related.

After eight months of implementing Career Education activities, we have developed some questions concerning our approaches. The basic unifying themes of Career Education activities has been derived from occupational clusters. We question, at this point, whether or not focusing a unit of study around examples of occupational clusters at the elementary level is appropriate. Perhaps in the primary grades (K-2) the biggest contribution of Career Education should be toward developing positive self-concepts and interpersonal skills. We have found that a systematic unit Career Education approach works well in traditional classrooms but tends to restrict a fairly open and progressive environment. These are some problems we are attempting to deal with and will deal with in our coming year.

3. Participant activities - George H. Love

Enclosed is the information that you requested regarding a description of the career education projects underway in the state. I have also included a copy of our State Plan which has not yet received the endorsement of our State Board of Education, but will be presented to them for their consideration at our July 12 meeting.

There are many career education projects underway in Pennsylvania; however, the one from the McKeesport Area School District seems to be representative of the others. I have also enclosed for your information a copy of our proposed career education workshop that will be held at Shippensburg State College on June 19-22.

RHODE ISLAND

1. Policy statement

(Note: Rhode Island is presently submitting a master plan for career education for approval and acceptance by the Board of Regents.)

Career Education is an educational delivery system for all levels of education which focuses on the development of mature decision making skills and which programs academic and vocational activities based on an individual's current, though usually tentative, career decisions.

2. Model elementary program

The goal of the Rhode Island Career Education Project is to generate an educational delivery system which fosters the development of a high level of student self-direction and decision making skills. We feel very strongly that Career Education can act as the catalyst to foster a totally new approach for preparing students for survival in the modern world. This survival demands that first priority be given to the development of self-direction and decision making skills, with cognitive skill development and information giving having secondary priority. The role of the school should be the provision of an action/experience space for the action poor, information rich child of today. This child no longer needs school to be a window on the world as he has one in his home. Television and its technological relatives have proven to be superior to the modern school in the dissemination of information, and it seems inane that schools persist in seeing themselves as the student's window on information about the world -- present, past and future. We must, therefore, redefine our priorities in terms of what services we can effectively supply and what skills have become most germane to individual survival.

With this position in mind the Rhode Island Career Education project is developing techniques and structures for fostering self-direction and decision making at each level. We see three parallel general goals at the elementary level, presented here without regard to priority. These are: (1) development of basic skills in reading, communications and mathematics, (2) development of an as yet undefined level of self-direction and decision making capability, (3) development of an awareness of the general characteristics of careers.

Operationally, the elementary component is striving to implement the open classroom concept with several occupationally-oriented interest centers as the means of organization. Each interest center should provide the student with access to experience or information related to a career area. Daily exposure to the various interest areas and their hands-on career related activities fosters career awareness. As a supplement to the interest centers, the teachers utilize small and large group field visits and community resource people in the classroom to enhance career awareness, as do most other career education programs.

In addition to career awareness areas, the interest centers provide the teacher with a vehicle for enhancing student self-direction and decision making. Children are allowed to determine the general outline of their school day by the choice of interest centers and of the activities that they will perform in those centers. They develop the ability to direct their own lives because it is expected of them.

Self-direction can be attained only by experiencing it as a normal part of daily living. These skills are not cognitive; they become truly operational only when they are conditioned or habitualized. Organizing or structuring a classroom where students constantly make decisions on their own under the watchful eye and guidance of the teacher reinforces self-direction as a behavior pattern.

The first goal that is listed is that of instilling a working knowledge of the three "R's". Using the interest center structure gives the teacher two methods of working on basic skills.

The first method is that of drawing small ad hoc groups of students from the interest centers for special work on skill building in phonics, numbers, etc., and utilizing the interest center activities mostly for maintenance of some kind of order with the remainder of the class. In the early part of the program, when interest center activities are evolving, this mode tends to occur. Interest center activities, especially in the lower grades, are mostly non-differentiated, manipulative activities that have high interest but low levels of content. As the interest centers develop and teacher competencies in their use increases, the activities become more content oriented and can be used to teach the three "R's" in addition to career awareness and self-direction skills. But while the centers are developing, the ad hoc groupings insure that necessary skills are being learned. At the upper elementary level, the interest center activities, of necessity, must possess high levels of content from the beginning. Therefore, the teachers in the fourth, fifth and sixth grades have more difficulty in setting up workable interest centers, as purely manipulative functions are insufficient. These teachers tend to utilize, at first, activity options on a daily basis which give the students the opportunity to select their direction, achieve some awareness of occupations, and while doing so, learn math, English, social studies or science skills. Again, as the teacher builds a repertoire of activities, and becomes more attuned to the open classroom, interest centers are set up as the primary organizational pattern for the classroom.

In summary, the elementary component attempts to develop decision making skills, self-direction, career awareness, and basic skills coincidentally by organizing activities around career oriented interest centers and by using ad hoc groupings of students for high intensity, short duration work on basic skills.

3. No participant activities available.

SOUTH CAROLINA

I. Policy statement

The State Department of Education's Concept of and Criteria for a Career Education Program

A Career Education program is founded on the assumption that learning related to a career is developmental and continuous, as is all learning. The knowledge, attitudes, and skills related to successfully choosing and pursuing a career begin to develop early in a child's life and continue to develop throughout his life based on his earlier learning. Therefore, a Career Education program begins in kindergarten or first grade and continues throughout the school years. It is a sequential program with each subsequent learning stage based upon the previous learning.

In the early stages, approximately grades kindergarten through six, the program focuses on general awareness. This awareness phase emphasizes the economic, social, and personal significance of work, the dignity of work well done, the vast range of jobs available in our working world, the economic and social interdependence of all jobs, and the basic similarities and differences among different jobs. Self-awareness and personal worth are stressed, as are the role of and need for basic skills and good work habits and attitudes in any career.

Building upon this general awareness, the Career Education program provides for career exploration in grades six or seven through grades eight or nine. The exploration phase provides a student with the opportunity to learn basic occupational information about a wide range of jobs by focusing on representative jobs from various occupational groupings or clusters. Individual interests, abilities and values are still stressed, as are basic skills and sound habits and attitudes. Increasing emphasis is given to the skills involved in decision making. Throughout the awareness and exploration phases, the student is broadening his knowledge and understanding.

At the high school level, the student begins to focus in on one or two occupations or clusters of occupations to study in depth. This phase is one of preparation with the student using his high school courses to prepare him for his post-high school placement. This preparation may mean job skill training that will lead to immediate employment after high school; it may mean intensive college preparation that will lead to a college degree required for a particular career choice; or it may mean a combination of several kinds of training that will best qualify a student to pursue whatever career plans he has. Basic skills, habits and attitudes, individual characteristics, and decision making skills are also involved in this preparation. The guidance function is increasingly important during this phase. The final step in this continuum is job placement which may come immediately after high school or later after a period of higher education. Whenever job placement is accomplished, the individual is well prepared for his job; he knows not only how to do his work but why he has chosen his particular career.

The Career Education program, therefore, begins when a student enters school and continues throughout his school experience. It is a broadening program that includes much more than career information. It emphasizes our basic economic structure and the importance of work in that structure. It stresses each student's individual identity and worth and the importance of every career choice being a personal one. Career Education demonstrates the need for basic skills and the importance of sound habits and attitudes related to work. The skills and importance of decision making are also stressed in a Career Education program.

There is no separate curriculum for implementing such a program of Career Education. Implementation can be accomplished by refocusing or redirecting our existing curricula. The manner in which an individual district goes about accomplishing this refocusing is not set or definite. Each district is encouraged to develop its own method of implementation to best meet the district's needs.

However, a certain general program criteria can be established. The minimum criteria for a comprehensive Career Education program are:

1. All students in all grades are involved in the program.
2. The program is implemented by all teachers through all subject areas.
3. All careers or occupations are available for study, and an attempt is made to introduce each child to as many types of careers as possible.
4. No separate Career Education curriculum exists; the program utilizes existing curricula.
5. The program is developmental and continuous, beginning with awareness, progressing to exploration, then preparation, and culminating in placement in either a program of higher education or a job.

6. The thrust of the program is broadening in order to expand a student's awareness and knowledge of the working world.

7. Learning activities that simulate working situations are utilized.

8. The community with its local businesses and industries is involved in the program and serves as a teaching resource.

9. The importance of basic skills in all careers is stressed.

10. Acceptable work habits and attitudes are introduced.

11. The skills of decision making are taught.

12. The importance of each child as an individual and the personal relationship between an individual and his career are stressed.

2. Model elementary program

South Carolina is currently in its third year of operating a Career Education program in portions of Chesterfield, Kershaw, and Fairfield Counties. A federal funded research and development grant is being jointly administered by the State Department of Education and Lexington County School District Three, where a comprehensive Career Education program is being developed, implemented, and tested during the 1972-73 school year.

At present, several school districts in the state are starting their own independent efforts in Career Education. To date, there has been no organized state coordination of or involvement in these various independent programs. It appears that some of these efforts are comprehensive in scope while others concentrate only on vocational skill training.

3. No participant attended the conference.

SOUTH DAKOTA

1. No policy statement available.

2. Model elementary program

Rapid City

Rapid City has a pilot program in the Canyon Lake School. This program was funded through the Division of Vocational Technical Education as a satellite of the State Career Development project at Watertown, South Dakota.

A curriculum guide "Career Development for the Elementary Guides" was developed by a committee during the summer of 1971-72. This Guide has been made available to the total school staff and is used as a part of the social studies program.

This career development program begins with work done in the family, and expands to an awareness of occupations found in the state, nation and the world. The child will consider such factors as necessary training, physical, emotional, and educational requirements.

Activities in this program are designed to promote positive attitudes toward (1) work of all kinds, (2) work as a means of satisfying many needs and (3) work as it relates to each individual.

The principal in charge of this pilot program indicated that the original staff who worked to develop the program do much more with career awareness than those who were not involved originally.

3. Participant activities - Don Barnhart

Upon my return from the Elementary Career Education Conference in Boston I reported to the State Superintendent a possible direction to implement career awareness in elementary schools in South Dakota as follows:

1. Identify all the programs in the State at present.
2. Bring together in the SEA all the people who have some involvement in career education at this time.

3. Assign major responsibility for career education in SEA. Establish State Career Education Council.

4. Get a career education commitment for a statewide program from:

    State Board of Education
    State Superintendent
    Education Community
    Business Community

5. Policy statement from the State setting goals and recommendations.

6. State meeting involving SEA, LEA, Business Representatives and industry representatives to develop plans and how to implement them.

7. Set up a 3-5 year plan for implementation.

8. Meet with elementary principals.

9. Teacher in-service workshops (summer) for staff development.

10. Encourage LEA's to develop a local program.

TENNESSEE

1. Policy statement

Career education is conceived as being the first major reorientation of the public educational program in the United States in modern times. The concept has been developing for a number of years, but only in the past five years has it been given much serious thought for implementation.

Basically, the concept of career education is that all educational activities should be aimed at assisting the individual to analyze his abilities and interests and provide him with the necessary information, guidance and counseling, and skill development to help him achieve a self-determined career objective.

The Division of Vocational-Technical Education subscribes to the concept of career education. It is our desire to assist in the implementation of career education in grades K-14 in the Tennessee school systems.

Most of the techniques, materials and procedures necessary for the implementation must yet be proven. The Division of Vocational-Technical Education takes the position that in establishing career education we must begin with the development and field testing of techniques and procedures in selected school systems in cooperation with other divisions of education; consequently, career education will evolve through deliberate research and program development, assisted by experience gained through operational experimentation.

What is it?

Career education is all the learning experiences through which a student progresses in an educational program regardless of the length of the program. It should not be considered as an additional or separate phase of the educational program.

Career education should:

1. Provide a unifying core for the total educational enterprise, with intensive occupational preparation as a significant aspect.
2. Provide the opportunity for every individual to pursue the occupation and/or career for which he is best suited and interested in and which would enable the individual to solve his social and economic problems.
3. Develop the individual's personal philosophy, attitude and skills which will equip him to succeed at the time he exits the formal educational system.

Career education is a comprehensive, dynamic, programmatic, and integrative educational program. It is comprehensive in the sense that it is broadly based; dynamic with respect to its capacity to change; programmatic because it is purposeful, planned and experience-centered; and integrative because it draws together many aspects of the total educational program. Principle responsibility for its operation is with the public education system in partnership with industry, community and home. It must utilize the common and unique contributions of all educators and the resources of home, school and community.

Who needs it?

Career education is needed by and intended for all people. It is a people-oriented concept which is responsive to public demand for both relevance and accountability. It is a lifelong process which extends from early childhood through adulthood. Career education is based upon the premise that all honest work and purposeful study is respectable. All types of occupations and all levels of occupational endeavor are contained within its parameters.

What does it do?

Career education helps individuals develop:

1. Favorable attitudes toward the personal, psychological, social, and economic significance of work.
2. Appreciation for the worth of a-l types and levels of work.
3. Skill in decision-making for choosing career options and changing career directions.
4. Capability of making considered choices of career goals, based upon development of self in relation to the range of range of career options.
5. Capability of charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities.
6. Knowledge, skill and attitudes necessary for entry and success in a career.

Further, career education should place all participants on the next educational or occupational step and assure that all school-leavers are prepared for work.

Goals and Objectives

K-6 Goal:

To provide programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

Objectives:

1. To develop desirable pupil attitudes about the personal and social significance of work.

2. To develop each pupil's self-awareness.

3. To develop and expand the occupational awareness and aspirations of the student.

4. To improve the overall pupil performance by unifying and focusing basic subjects around a career development theme.

7-8 Goal:

To provide programs at the junior high level designed to give career orientation and meaningful exploratory experience for the students by exploring occupations and relating his school work to those occupations.

Objectives:

1. To provide experiences for students to assist them in evaluating their interest, abilities, values and needs as they relate to occupational roles.

2. To provide students with opportunities for further and more detailed exploration of selected occupational clusters leading to the tentative selection of a particular cluster for in-depth exploration at the ninth grade level.

3. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

9-10 Goal:

To develop programs designed to provide in-depth exploration and preliminary training in one or more occupational clusters.

Objectives:

1. To provide in-depth exploration and training in one occupational cluster, leading to entry-level skill and providing option to change cluster.

2. To initiate and improve student performance in basic subject areas.

3. To provide guidance and counseling to assist students in selecting an occupational speciality for 11th and 12th grades.

11-14 Goals:

To provide programs at the secondary and postsecondary levels designed to develop specific career skills through classroom, laboratory and on-the-job experiences and to provide at least the necessary entrance requirements for institutions of higher learning.

Objectives:

1. To provide specialized preparation in one cluster or in a specific occupation to prepare for job entry or further education.
2. To increase motivation by relating studies to the world of work.
3. To provide guidance and counseling in preparation for employment and/or further education.
4. To place all students in a job or further education.
5. To maintain follow-through of all graduates and dropouts and use resulting information for program revisions.

Who will finance career education?

New developments in education cannot be initiated without consideration of the additional cost for both development and implementation at the national, state and local levels. Such additional costs may come from new funds, or reallocation of existing funds. Career education will be effective to the extent that funding permits broad career education programs that are available throughout the entire life span of its clientele. The Vocational Education Amendments of 1968 provide only enough funding to pilot new developments at this time; additional funding will be required to facilitate the changes necessary.

2. Model elementary program ✓

Memphis SPANs the Gap

SPAN encourages young people to "Start Planning Ahead Now." It also presents a bridge spanning the gap between school and work, relating academic study to job reality. The project seeks to assist students who are lacking in job skills or knowledge. Enrollment in the 20 target schools served by the project in 1971-72 was approximately 16,500 or 11.5 percent of the enrollment for the entire Memphis City system. SPAN includes three components: elementary, middle and high school.

Elementary Component

The elementary school component is designed to provide basic occupational exploration and to stress positive personal attitudes toward work. A major source of career information developed by the project is a series of 10 short television programs which were broadcast to the public schools by Station WKNO, Memphis' public TV outlet. Each 15-minutes program covers a broad occupational field (occupational cluster) and is keyed to a printed occupational orientation guide developed by SPAN for use by elementary pupils. The TV programs also are available in kinescopes (film copies) for classroom showing on 16mm projectors.

The printed guides typically contain suggestions to teachers for units of study built around the television series, pupil learning experiences relating the TV programs to curriculum content areas, and instructions to aid children in making elementary projects in "hands-on" activities.

In the middle grades (6-9) students begin to explore specific vocations, with emphasis on the training needed for each. Work-study programs, developed and operated in cooperation with Memphis businesses and industries, are available. Overage students thought to be dropout candidates are given special attention in general co-op courses stressing personal and attitudinal development needed for successful job entry and advancement.

3. Participant activities - Russell Smith

We have had a state-wide invitational conference and are in the process of conducting follow-up meetings in each of the nine planning and development districts. In addition, we have a total of nine models across the state demonstrating that career education can reach the objectives as proposed activities and curriculum material have been developed to a great extent for additional state use.

I wish to propose a state task force on career education along with the development of a state plan and a commitment from the State Board.

I am identifying persons across the state who can assist or direct local in-service training. I think the demand for this may be greater during the next 12 months than can be scheduled.

TEXAS

I. Policy statement

A major goal of public education in Texas is to develop economic and occupational competency in students. Meeting this goal means assisting young people to discover and prepare for satisfying, productive means of earning their living. Local school districts are, therefore, encouraged to develop and implement Career Education comprehensively from kindergarten through the twelfth grade for all pupils and in all programs.

Personal commitment to a career field as a means to support oneself is a fundamental life decision. There is increasing evidence that an individual will change jobs and specific types of work several times during his lifetime. Because choice of a career field is so important in the life of an individual, it is especially important that each person be well equipped to make appropriate choices. Selecting a career should be based on a process or a series of decisions, not one irrevocable decision. Because the public schools have not been structured to facilitate the career decision making process, and other institutions are not structured to assist the young person in preparing himself for the adult working world, it is urgent that public elementary and secondary schools undertake this task. The difficulty of performing this role is compounded by the rapid development of technology and the increase of occupational specialization which render it increasingly difficult for the majority of students to have firsthand acquaintanceship with the wide variety of job possibilities. At the same time, the growth of man's interdependence intellectually, socially, economically, and vocationally has made Career Education essential.

Definitions of "Career" and "Career Education"

The term "career" is used here in a broad sense to include skilled, professional, semi-skilled, paraprofessional, and technical work - the entire complex of the world of work.

"Career Education" is coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in:

- understanding both the world of work and attitudes toward it;
- understanding the relationships which exist between education and career opportunity;

- understanding the economic and social structures of our society and how they influence the ways people support themselves;
- making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and
- acquiring marketable skills as preparation for earning a living.

2. Model elementary program

Career Education in the Elementary School

A program designed for elementary school should be developmental -- based upon a series of concepts, graduated according to difficulty and upon the needs and abilities of the children. It should assist students to become alert to people who work and to become curious about careers and ready for the investigation of careers which is to occur during the middle school years. Awareness of the world of work is considered to be the overall goal of Career Education in the elementary school.

The awareness of several different aspects of Career Education listed earlier in objectives for the elementary school level should serve as a basis for the derivation by school personnel of many specific instructional objectives. These objectives should then be coordinated with other instructional objectives for lesson development. Teaching-learning activities should be planned so they will contribute to the development of basic concepts. In kindergarten concepts should be introduced at the level of understanding of the students. In subsequent grades the same concepts introduced in kindergarten should be developed in more detail and additional concepts added. This will produce a spiraling effect so that important basic concepts are soundly developed as the child progresses.

Career Education is not intended to be an added subject. Instead, it is intended to be incorporated into the curriculum.Careful planning by school staff will be necessary to develop a curriculum which will be truly sequential in nature, yet not needlessly repetitious.

Meaningful activities can become the vehicles to introduce and begin developing basic concepts. For example, a concept can be introduced through taking a field trip to the bakery or the supermarket. The field trip will contribute to the pupils' awareness of the interrelatedness of work and the interdependence of workers. The field trip will also provide a basis for classroom activities that are related to subject areas. In language arts students may dramatize interdependence using puppets depicting several types of workers. They may read in the library or their social studies textbooks to see if other people they do not yet know work together to produce goods and to provide services. They may demonstrate their own interdependence in classroom learning.

To develop the concept that any productive worker should be respected, learning experiences in the classroom may use discussion, talks with guests, dramatizations, role play, songs, or rhythms. The teacher and students may explore through talks with guests the importance of productive work and what makes such work productive. They may play charades, enacting productive and nonproductive workers. Songs and dramatizations could depict ways we show respect to workers.

Methods and procedures used in developing each concept should reflect the teacher's understanding of early childhood growth and development. Instead of proceeding on a "catch-as-catch-can" basis, the teacher should build logically from simple lessons to in depth examinations of various career options. The importance of actual experiencing should not be overlooked. Every effort should be made to provide opportunities for children to work as workers do, with actual tools and equipment, using basic skills of computation, language, and reading, to know workers whom they would not otherwise know, to expand their world. They should understand more about the work done by members of their families as well as others. They need to be with or observe the worker for long enough to get beyond surface information to an understanding of life styles and values surrounding particular careers.

In addition, the regular instructional objectives should be carried out in such a way as to encourage the development of clear perceptions of the real world of work and how to be a part of it. Practical application of concepts should be stressed.

Although every elementary school does not have a counselor, it is the responsibility of every elementary school to provide an organized guidance program which contributes to the awareness objectives of Career Education. Those staff members who provide guidance services should assist instructional staff in gathering and disseminating accurate, up-to-date information about careers, in locating community resources useful in instruction, in making the community as a whole aware of the objectives and activities in Career Education undertaken in the elementary school.

If there are elementary counselors, they should serve in both formal and informal ways to assist teachers and pupils in broadening their visions about careers, and more importantly, in developing positive attitudes toward self, others, and careers.

3. Participant activities - Dorothy Davidson

   1. Texas has printed a Tentative Framework for Developing Comprehensive K-12 Career Education. A bulletin on "Career Education: Middle Schools" is in the print shop. A companion bulletin on Elementary Career Education K through 6 is in the process of final editing. These bulletins constitute a combined decision of the Division of Program Development in the State Department of Education.

   2. I plan to:

      (a) Complete a bulletin on Career Education in the elementary school.

      (b) Plan and implement in-service and pre-service using bulletin in (a).

      (c) Refine strategies for use of my personnel in internal management and planning (needs assessment, in-service, evaluation, etc.)

      (d) Work with on-going projects development in local schools.

      (e) Use our staff in close connection with 20 career education people in Education Service Centers.

UTAH

1. Policy statement

"Career Education" is defined as a comprehensive, correlated educational system (including all facets of the present system) focused on individual career needs. Career Education begins in grade one or earlier and continues through the adult years. Career Education not only provides occupational information, career guidance and concept and skill development, but also helps students to develop attitudes about the personal, psychological, social, esthetic, and economic significance of life and the world in which the individual lives. Furthermore, it recognizes the fact that education transcends the school curriculum and that the entire community is a resource for career development. In this context, Career Education is not separated and apart from total life education, but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become familiar with the values of a work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful, and satisfying.

Career Education is a concept rather than a program; however, in order to carry out the Board's position, the following programs will be implemented:

1. The kindergarten through sixth grade program will be revised to include career awareness dealing with the development of proper attitudes, appreciations, and understandings in the World of Work.

2. The junior high or middle school program will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students should have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests, and talents and how these can be transferred into career opportunities.

3. The senior high program will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record. Within his senior high experience, a student should be able to devote a minimum of one-fourth of his time to study in a chosen area of concentration. The offerings of the school should be broad enough to provide learning in a wide range of occupational fields with support of inter-relating classes. The school should provide optimum opportunities for students to engage in work experience activities.

4. At high school graduation or at the time a person leaves school, each student will be successfully placed at his next step. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at the school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.

5. Programs of study at adult and postsecondary levels will be tailormade to each student's interests and needs. Course content of subject matter related to his career choice will allow for varied career applications or will provide retraining for specific job needs.

It is the position of the State Board that Career Education will be a major thrust of the total public education system from the kindergarten through secondary, postsecondary, and adult levels. The State Educational Agency will provide the leadership necessary for development and implementation of the Career Education concept.

2. Model elementary program

Granite School District has a well-developed program of career education. World of Work begins in kindergarten and goes through sixth grade. In addition to familiarizing the students with occupational names and concepts, the program provides a united hands-on experience. Craftsmen visit grades 4-6 with the tools of their trades and initiate activity after demonstrations with supervision.

3. Participant activities

Ray Warner

1. We have implemented a career education program in 188 (or 44 percent) of the schools in Utah. These schools are in 32 of our 40 school districts. We have completed 39 units of our 68 unit minimum program (K-6). Our goal is to place the project into all our schools (406) in all districts on the elementary level.
2. We intend to continue to develop materials to complete our minimum program. The instructional objectives prescribe the scope and sequence for K-6, but not necessarily the teaching units per grade level. We intend to continue implementation.
3. One stumbling block to implementation is that we lack the time, staff, and funds to meet the in-service training needs of teachers and principals.

Delbert Higgins

1. The Utah State Board of Education adopted a Position Paper on Career Education March 9, 1973 which includes a definition, statements on where awareness, exploration, and development occurs, as well as a commitment to the concept.

   Also a state plan has been developed by a task force composed of a chairman and three staff members representing the Divisions of General Education, Special Education, and Vocational Education. The plan encompasses both the State Board of Education's Goals of Education and Position Paper.

2. Our goal is to work for resources for full implementation of the state plan. This means: workshops for dissemination and understanding of the position paper; acceptance of and commitment to the state plan; and continued wider implementation of the "World of Work" program developed under the direction of Ray Warner. (The World of Work fits beautifully into the state plan.)

   Personally, I'll report (and carry on discussion) within the Office of Instruction Services or Division of General Education on "what it is," "what shall we do," and "first steps."

VERMONT

No materials received

VIRGIN ISLANDS

1. No materials available

2. No materials available

3. Participant activities

   1. Stage: We have conducted pilot project in career education since September 1973 in three elementary schools, one junior high and one senior high.

2. Plans: I plan to meet with the Commissioner, get a definite commitment, and discuss possibility of developing a task force. I will meet with supervisors in education who could facilitate implementation of career education.

3. I hope to conduct a survey of the community in regards to present educational resources, and discuss the need for more extensive in-service training of teachers.

   I will also discuss the possibility of in-service session for summer of 1973.

VIRGINIA

1. Policy statement

Career Education in Virginia

Standards of Quality and Objectives for Public Schools in Virginia 1972-74 were designed to meet the goals for public education in Virginia as outlined and adopted by the Virginia State Board of Education. The Standards of Quality and Objectives were based on the eight goals for public education in Virginia. The eight goals are directly related to a concept of career education. These goals are stated as follows:

> To acquire competence in using the fundamental learning skills and to acquire basic knowledge needed for participation in today's society;
>
> To acquire skills and knowledge needed for education beyond high school or for employment;
>
> To acquire a sense of personal worth and dignity;
>
> To acquire attitudes and values that lead to responsible participation as a citizen of our republic;
>
> To develop understanding of one's relationship to his ecological, physical, economic, and social environment;
>
> To understand and appreciate people of different nationalities and ethnic groups and their contributions to the development of our nation and culture;

To develop personal habits for continuing physical and mental health;

To appreciate beauty and to understand its contribution to daily life.

An examination of these goals reveals that they are directly related to the national thrust in education currently identified as career education. An examination of the components of such a program which are outlined in this statement will reveal broad, general statements about career education which can be used as a springboard by local school divisions in Virginia who are attempting to restructure their program so as to give a career emphasis.

The U.S. Office of Education and the Virginia State Department of Education believe that career education programs are of great importance. While this point of view encourages emphasis at the local level, it also provides individuals at the local level with the opportunity of developing many exciting approaches in planning and developing career education. The concept is developmental; thus, it is not wise to set boundaries or restrictions although essential components will be identified.

Career Education - A concept of Education

It has been said by one individual that career education includes "learning how to learn; learning how to live; and learning how to make a living." The career education components are to become part of a total educational program. The career development theme is a central one, and it involves all educators, all students and their families, and the community. The approach is programmatic because it looks at the total educational process. The approach should be comprehensive, continuous, and coordinated in each school division in Virginia.

Career Education is a total concept in education which involves people of all ages, a program which is people oriented a program which provides for knowledge, values, and skills. The program must provide occupational information. It is important to recognize the individual is important and a program which cannot imposed in a uniform manner upon students.

Dr. Elizabeth Jane Simpson of the U.S. Office of Education has identified ideas concerning what is good and desirable in an educational system that includes career education. Listed below are the ideas related to value considerations that Dr. Simpson identifies as basic to the development of an effective career education program.

> Work** is one of the chief means through which individuals exercise their social responsibilities. Education for work is a major educational goal.
>
> Educational programs for occupational competence should be based on the needs of individuals for personal development and fulfillment and for economic independence and on the needs of society for trained manpower.
>
> It is not an either/or proposition, but a matter of interaction of "needs of the individual" and "needs of society."
>
> Authority to determine content and methodology for career education is derived from the democratic ideal and the ideal of work as socially desirable and individually fulfilling and contributing to growth and development.
>
> Career education should begin in early childhood and continue through the adult years.
>
> Education for a career includes preparation for multiple related roles, including those of employed person and homemaker. Such preparation should be provided both males and females.
>
> Since individuals differ with respect to needs, interest, life styles, and manner of learning most effectively, a variety of options for educational opportunity should be provided.
>
> Realistic career education will take into account the dynamism of the world of work. It will be responsive to the complexity, diversity, and constant change in the employment situation.
>
> Education for a career should be such as to promote the concepts of life-long learning and self-directed learning,and to develop appreciation of the rapidly expanding resources for learning.

The basic ideas which are described by Dr. Simpson are congruent with the goals of education in Virginia.

Career Education Components

A program of career education that is treated as a concept of education will focus on many items. Career Education programs will

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**Work is here defined as remunerative activity for earning a living; also, activity engaged in outside the world of work, sometimes without remuneration, such as volunteer services and creative pursuits.

involve all school personnel -- school administrators, teachers, and guidance counselors. Career education includes:

1. An emphasis on increasing the self-awareness of each student and developing favorable attitudes about the personal, social, and economic significance of work. Students should be assisted in developing career decision-making skills.

2. An elementary program that is designed to provide for career awareness, to explore the wide-range opportunities in the world of work, and to utilize community resources.

3. Career exploration at the middle school level. At these levels, students will begin to focus on career clusters of interest and to explore the occupational clusters that are of interest.

4. A secondary school program that provides an opportunity to enter prevocational or vocational programs. The prevocational experiences should be designed to assist students to select vocational programs at the secondary or post-secondary level. The vocational program will provide the training needed to enter employment upon graduation from high school or prepare for continued education. Cooperative education, work training, and work study programs will be important at the secondary level. All required subjects in the secondary school will continue to focus on selected aspects of career development and many elective subjects will focus on technical and professional opportunities that are available.

5. Programs designed to provide placement for employment or continuing education programs. Such programs would include follow-up in order to evaluate the effectiveness of placement. The vocational programs will continue to be available to all adults who wish to receive additional training.

In an address, "Educational Priorities of the 1970's," Dr. Woodrow Wilkerson, State Superintendent of Public Instruction, included career education as one of the priorities. His statement follows:

> "The concept of career education as a guiding principle for the 70's began in the U.S. Office of Education and carries an endorsement of the President of the United States and chief state school officers. This concept would have us view all of education, K-12, post-secondary programs, adult education, educational programs conducted by industry, as contributing to the life time career of every individual. In simplest terms it means that each individual must have a career or else end up on the payrolls of the welfare system. It means an understanding of and positive attitude towards the importance of honorable work . . .
>
> "The Standards of Quality speak specifically to the challenge of providing the curriculum and the teaching expertise needed by students for a broad spectrum of occupational education. The concept of career education reminds us of the necessity for blending the total educational experience, which may extend through life, to the end that each student whether academically oriented, vocationally oriented, or technologically oriented, may find in it a self-fulfilling experience necessary for his career.
>
> "Of the 77,000 young people who were graduated from high school or withdrew in 1970-71, approximately 25,000 or 33 percent were not equipped with a job-entry level skill. This indicates something of the challenge to the public school system under the Standards of Quality which require that training for employment of all students planning to enter the world of work be provided on a divisional or regional basis or that a plan acceptable to the Board of Education to provide such training be developed by June 30, 1973."

Recommendations of the Committee:

Several things may be done to establish an understanding of career education and the role of the local school division in giving emphasis to this priority.

1. A brochure on Career Education that could have wide distribution should be prepared. This could be used throughout the state to present our official view of career education as a direct thrust through the educational program.

2. An in-service meeting for State Department of Education personnel could be used to identify the responsibilities of each division and service in a career education program.

3. A state-wide conference or regional conferences could be used to explain the career education concept and give momentum toward this approach which is designed to make the curriculum more relevant to all students.

2. Model elementary program

Rationale: Petersburg Career Awareness Program

Philosophical and Psychological Basis

If in fact education is preparation for life, every child deserves and should get the opportunity to pursue those educational options for which he is best qualified. Do traditional patterns of education satisfy this much stated objectives of education? An abundance of literature has been written on the failure of the traditional classroom to meet the educational needs of students. Critics have pointed out that traditional education wastes precious human resources, yields high attrition rates, gives value to high dependency on authority, devalues or minimizes self-initiating ability, and discourages pleasurable learning and thus motivation for learning. The need for change, at least improvement, is evident.

To begin to accomplish any changes in education, and to improve the fundamental quality of basic education we must be willing to induce and undergo self criticism as well as criticism from concerned individuals. When this approach is taken, new and more relevant educational patterns such as the non-graded concept, the open-school concept, and the rewards.

The Petersburg Career Awareness Program, called P-CAP addresses itself to the career education concept with the realization that the idea of career education is based upon the real world in which we must live and work.

P-CAP adheres to the point of view that career preparation should begin in the elementary schools with a realistic picture of the world of work. The fundamental purpose of career preparation being to place in high esteem all honest work found in society, and to provide our students with the intellectual tools and desirable habits of thought to play a successful and satisfying role in society. In other words -- students, parents, and the general public alike must see the educational experiences provided through P-CAP as being relevant to the future lives of all of the students of Petersburg. A practical approach to making education relevant and to relating the school program to what we are after.

Pestalozzi, a Swedish educator, believed in growth through natural processes. One of his important contributions to education is his psychological method or concept of instruction which states in essence that instruction should proceed from "things to words" rather than from "words to things."

The Petersburg Career Awareness teacher recognizes that elementary and junior high school children learn faster and more effectively from concrete situations and experiences. Action-oriented, learning-by-doing processes should be evident in each P-CAP classroom. It is important that all learning experiences be presented and encountered in positive way, as all subsequent attitudes, interests, and behaviors toward work will be directly related to the learning experiences. This is not to say that children are not to be exposed to the entire range of positive and negative reactions to work, but the methods of presenting or providing learning experiences must be conducive to influencing desirable and significant changes.

P-CAP recognizes that community support and involvement is important, as sympathetic awareness and understanding of the school process can be further perpetuated. P-CAP plans for the total community: business people, professionals, tradesmen, technicians, laborers, parents, and others to become involved in the school process by utilizing their talents, skills, knowledge and facilities as educational vehicles for helping students clarify their awareness, values, and goals relative to the world of work.

Curriculum

Curriculum and materials development and selection for the career awareness program is primarily the responsibility of the coordinator, the counselors, and the teachers as well as members of the advisory committee. The child plays an important role in curriculum and materials development and selection in that specific knowledge of the individual child helps the teacher to make wise choices. The child also assists in planning various activities. This approach enables the teacher to direct learning more effectively. Hopefully, the child will be encouraged to participate, to communicate, and to explore by his involvement in the activities.

Career development is just one of the aspects of an individual's total development. P-CAP attempts to structure a curriculum that will contribute to the complete growth and development of all of our students.

Success Factor

A student should have prompt and frequent knowledge of the success of his learning efforts. Opportunities should be provided for the learner to use newly learned behaviors repeatedly to develop proficiency. When he is personally confident of his newly learned behaviors he will find his success to be personally rewarding.

P-CAP recognizes that a student's success in the learning process is closely related to the sequence in which instruction is presented and the personality and learning potential of the individual. Subject matter should be arranged in a form from the simple to the complex -- from the familiar to the unfamiliar. Learning experiences should be designed so that each student may proceed at his own rate of speed. Some students need a lot of practice to master a concept whereas others may learn the same concept the very first time they are exposed to it.

The systems approach with emphasis on instructional (behavior) objectives will be used by P-CAP teachers in planning, carrying out, and evaluating instruction. This approach can contribute to successfully learning efforts of our students.

Summary

One of the impressive things about P-CAP is its emphasis on discovery of the self. P-CAP helps the student find out who he is, how he is alike and different from others, and how he relates to others. The student should begin to develop an understanding of the kind of person he is and some knowledge of his capabilities.

Student involvement in relevant and meaningful activities will help him see the personal need for basic academic skills known as the three R's. Also, a respect for all honest work and for the people who perform that work along with a concept of the interdependence of one worker to another are the rewards.

3. Participant activities - Bob Mills

   1. We are currently engaged in certain lighthouse projects under Title III and USOE. We have just concluded the Virginia Education Association Conference on Career Education.

   2. I plan to: (a) develop a rationale for career education using a dissemination brochure; (b) provide leadership to LEA's to develop career education; (c) make preparations for a curriculum guide in career education development, in cooperation with the Advisory Council. After my arrival at SEA, I will develop a position paper on career education, and will continue to serve as a consultant to LEA's on career education.

WASHINGTON

1. Policy statement - Governor Daniel J. Evans

One of the goals of the Washington State Board of Education is to help an individual "Be prepared for his next career step." In order to achieve this goal that individual must be exposed throughout life to a series of experiences which make him aware of the world of work and develops a favorable attitude toward work. This will give him the ability and knowledge to select, prepare for, and pursue a career choice. This is career education.

Increased relevance in education is achieved through career education by relating the world of work to all educational experiences. Through a program of career awareness, career exploration and career preparation, or vocational education, learners will receive informed guidance, counseling, and instruction throughout their school years.

Presently eight out of ten jobs in America do not require a baccalaurate degree, yet 80 percent of our students are preparing themselves for such a degree. Such statistics provide the incentive to relate our educational system to the demands of the working world thereby making career education a high priority.

An effective career education program means increased community involvement with our education system. The cooperative effort generated among students, parents, educators and the local community by career education will result in the community becoming an extension of the classroom. This combined effort is a challenge to each and every citizen. I sincerely hope this challenge will be met head on. Career education can be the vehicle that provides a relevant system of education in Washington.

2. Model elementary program

The Seattle School Board has committed themselves financially in support of career education. They have provided a budget allowing for $7,000 worth of material to be put into those elementary schools that request assistance. Along with these materials, the faculty in each school is involved in a two-day workshop explaining the use of those materials. At this time they have 30 of 85 elementary schools committed to career education.

Spokane Public Schools were the recipients of the Federal R & D Funds for last year. They have done an outstanding job in integrating career education into their schools and they have started to disseminate this information to the rest of the State.

Cashmere Public Schools have received the R & D Federal Funds for next year and they have already started to do an outstanding job in getting career education into their schools. We are looking for many things to be developed by Cashmere to assist rural and remote schools in the State of Washington.

Last but by far not least, is the Vancouver Public Schools. They have integrated career education into their elementary curriculum without assistance from outside funds. The teachers have taken their own initiative in developing career education for their students.

3. Participant activities

(1) What is the status of elementary school Career Education in your state?

At present 40% of all elementary students in the State are involved in Career Education activities. Our goal is to involve 100% of the elementary students in Career Education activities by 1978.

(2) What do you intend personally to do to encourage, implement or expand Career Education at the elementary school level in your state?

A. Obtain Support:

1. From Superintendent of Public Instruction, Dr. Frank B. Brouillet (January 4, 1973).
2. From State Board of Education.
3. From Governor Daniel J. Evans (March 8, 1973).
4. From Business and Industry (a continual process).
5. From the State Legislature (appropriation of funds for Career Education, April 1973).
6. From educational agencies and organizations (continual process).

B. Establish a State Advisory Committee for Career Education composed of lay citizens.

C. Develop a cadre of educators for the purpose of putting on Career Education workshops for teachers throughout the State of Washington. (May 18, 1973.)

D. Revise and publish "Career Awareness Programs for the Elementary School." (June 1973.)

E. Determine specific teacher competencies that allow for integration of Career Education activities into the elementary school curriculum.

F. Develop an evaluation system or tool for Career Education.

G. Dissemination of information on "Lighthouse" Career Education programs and other pertinent information.

H. Develop and promote inservice and preservice training of teachers.

I. Develop mobile Career Education facilities that can assist rural and remote schools.

(3) What do you intend personally to do to promote inservice training in Career Education at the elementary school level in your state?

Plan of Attack:

A. Develop a cadre of Career Education workshop presenters and leaders.

B. Determine suggested content, methods and techniques for a Career Education inservice workshop.

C. Establish a consortium of educational television stations to assist in a statewide Career Education inservice television series.

D. Develop a ten week inservice series using examples from the field to show how it can be done.

E. Work with teacher education institutions to develop and promote preservice and inservice materials and workshops.

WASHINGTON, D.C.

1. Policy statement

In May, 1969, the Board of Education for the D.C. Public Schools adopted the report of a Task Force on Vocational Education. This body, composed of students, educators, and representatives from the community, made several recommendations, among which are the following:

. . . establishment of a career foundations program at elementary level to focus upon the economic realities underlying our society and the expanding role of technology in modern life, in addition to meeting the learning needs of individual children.

. . . adoption of the career cluster concept based upon an analysis of career opportunities available in the Washington Metropolital Area.

. . . provision for a comprehensive survey of careers in our society in grades 7 and 8, students to move through a survey of all clusters integrated with all curriculum areas and correlated with expanded guidance and counseling services.

. . . provision for exploratory work in cluster areas in grades 9 and 10, the 9th grade program to offer a variety of elected experiences either solely in the junior high school setting or in conjunction with a career development center, while the 10th grade student registers in his comprehensive high school and in a career development center for involvement in areas of knowledge and understanding common to all the career families and specialized careers within a given cluster.

. . . opportunities for in-depth preparation in grades 11 and 12, to be characterized by cooperative programs with business, industry, and government, intensive job entry skill training, and occupational guidance, counseling, and placement.

2. Model elementary program

Career education in the elementary school is confined to the activities of the exemplary project except for isolated instances where guidance counselors and/or principals hold annually a Career Day observance for sixth grade pupils.

Ours is a K-12 project offering a program of career foundations K-6. During these years, the emphasis remains upon the development of positive self concept and an understanding of five concepts selected by the team of elementary curriculum writers:

(1) There is dignity in all work.

(2) The life of a culture depends upon its workers who produce goods and services.

(3) There are many different kinds of work.

(4) Mankind uses tools for work.

(5) Work has rewards.

Using the Senesh series and Man/A Course of Study as basic points of departure, the elementary phase encompasses a broad range of audio-visual materials, supplementary texts and accompanying curriculum materials as well as a wide range of hands-on activities including field trips, tool technology, creative writing, photography, manufacturing and marketing. Interdisciplinary in philosophy and practice, our program involves all aspects of the elementary curriculum and all resources of the school. Each member of the instructional team is concerned with giving the disciplines a reason for being.

Community resources are an integral part of the program. Parents, other students, the colleges and universities of the area, workers from a wide variety of fields and their places of work contribute their efforts to strengthen the program.

Nine elementary schools are a part of this effort, involving 1173 pupils, 46 teachers, two counselors and eight aides. One librarian is a part of the team. All of the schools are public except one.

Staff development for school personnel is an ongoing function of the project. One Assistant Director for elementary schools assists with this process and provides supervision for elementary personnel.

3. Participant activities

Rosella H. Pierce

(1) I am presently incorporating career education into my daily activities in my first grade class. I am also working with curriculum committee.

(2) I plan to share this experience with my fellow team members for the purpose of encouraging them to continue in the direction we are going so that we can demonstrate the possibilities of career education.

(3) I plan to share as many inservice experiences as possible. I also plan to continue working to develop curriculum related to career education. As a teacher, I can only support my leaders in helping to make career education functional.

Bessie D. Etheridge

(1) We are presently in the third year of our Part D exemplary project.

(2) I plan to: (a) publish the second draft of the curriculum, grades seven and eight; (b) publish the first drafts of the curriculums for grades K-6 and nine; (c) disseminate the career education concept through the use of the public media; and (d) prepare reports and evaluate procedures.

(3) With reference to in-service training, I am planning orientation sessions for central office personnel, school administrators entering the program, parents, and interested other members of the community. I am also planning a workshop for teachers who will be entering the program in the fall of 1973.

WEST VIRGINIA

1. Policy statement not available.

2. Model elementary program - Charleston, West Virginia

The Career Awareness Program at Fruth Elementary School was planned by two counselors, Carol Gaujot and Julia Kelly. The program emphasized career awareness to the entire schools' enrollment - kindergarten youngsters, those in cerebral palsy class, and first through sixth level students. In their city, a supermarket, hospital, and post office were constructed. The students took field trips to Charleston General Hospital, Carver, and the Garnet Adult Education Center. As a culminating activity, persons representing different occupations came to the school to explain what they do and to let the youngsters try it during a Career Day.

3. Participant activities - Therese M. Taccone

As far as my commitment goes, the only avenue for me is to work with the Program Specialists in our Department and help them implement Career Education into their specific subject areas. I have also ordered copies of Career Education and The Elementary School Teacher, and I will distribute them to the Elementary Counselors in West Virginia.

WISCONSIN

1. Policy statement

I. Responsibility

It is the feeling of the Department of Public Instruction as well as the guidance professional associations (American Personnel and Guidance Association, and the Guidance Division of the American Vocational Association) that major responsibility for developing, implementing and coordinating career development programs rests with the school counselor. With the building principals and local vocational coordinators (LVEC), counselors are in the position of understanding the components of career development as well as be in the position of assessing student needs, school, home and community resources for implementation. The school counselor then with the assistance of the LVEC and administrators must assume the catalyst role and provide the stimulation of local school staff and appropriate community persons to develop their own program (guide) for action.

Each district must design their own individual school program for several reasons. First of all it is recognized through the experiences of other states that unless local staff develop their own program and possibly modify a program designed by some other agency or school they will not see it as relevant and thus will not implement it. Second, a model developed for a large urban school may not be designed around the basic needs of a given rural Wisconsin school. This is not to say we cannot use portions of guides developed by others, but it must be refined, expanded and molded around the local district needs. Thirdly, by having local staff develop their own program guide in workshop style, you are providing a very extensive inservice program for them. The result of this effort besides the initial guide development will be to have trained a well versed, committed and eager task force of fellow staff members who will be instrumental in pilot program implementation. Through this task force then you have the potential for transporting and infusing program elements to other teachers or appropriate others and their instructional programs.

II. Rationale for Developing and Implementing a Career Development Program

Counselors through staff orientation and inservice need to point out very specifically the difficult task our youth are having conceptualizing their place in the complex world of work. This orientation must bring out that students leaving our schools must be better equipped with well-ordered education, training, career plans and job competence to compete in an everchanging, technological work society.

After describing the needs of youth in the career development context then through assessing what the local district is presently doing, it might become apparent that sufficient efforts are not evident in the present instructional, counseling and guidance activities.

It will also be critical that staff understand that to implement a comprehensive career program it will require an integrated, systematized and developmental approach from grades K through 12. With this position stated then methods should be employed to convince staff that this effort involves incorporating Self, World of Work, and Career Planning and Preparation information and experiences into the content of total local curriculum. This will call for a concerted effort on the part of all to develop mini units, courses or activities to implement the career development program goals and objectives. It will also call for group and individual guidance and counseling programs where the student is assisted in identifying with self and his place in the work society.

Persons responsible for program direction might face many major obstacles in their attempt to exercise leadership. Administrators and school staff in very few schools have seen appropriate in the past to organize and integrate adequate career guidance programs in their schools for a variety of reasons. All too often career development responsibilities, if identified at all, have been sent to the guidance department. Because of this career development programs have been viewed by administrators and teachers as the counselors things, and not really related to instruction, they have not found their way into the classroom thus given low priority.

Counselors for the most part have been ill-trained in the past to function in this area and thus have given it a low priority on time allocation. Guidance then viewed as a service aside from instruction, it becomes difficult to convince teachers that they have a mutual role to play in the career development process of the student. _You Guide_ and _I'll Teach_ posture has made it difficult for a coordinated effort. This concept we must change for then will it be possible for our youth to receive relevant educational experience that will enable them to pursue their career plans that are compatible with capabilities.

Source: _K-12 Guide for Integrating Career Development Into Local Curriculum_, 1971.

2. Model elementary program

This report contains specific examples of K-6 career education in action taken from brief teacher descriptions of _learning activities_ used to teach career development concepts along with subject matter during the first semester of the 1972-73 school year in the research and development project funded by the U.S. Office of Education in Eau Claire, Wisconsin.

Kindergarten

Children made up booklets about themselves, including pictures and drawings. They also learned parts of the body and discussed facial expressions and emotions. (Unit on Self Awareness; C.D. concept 1.)*

Children used commercially produced kits on body parts, and the "Who Am I?" kit; and they discussed pictures, filmstrips and movies about self. They also discussed charts depicting emotions. (_Unit on_ Who Am I; C.D. concepts 1 and 7.)

*See list of career development concepts with scope and sequence model in Wisconsin's _K-12 Guide for Integrating Career Development Into Local Curriculum_.

Children made "All About Me" booklets including their self portraits, hand prints, foot prints, illustrations of home, family, pets, favorite pastimes and hobbies. These were discussed and emphasis was placed on the unique qualities of each. Each child also made a large paper doll of himself/herself and pasted his/her school photograph on the "face." Their paper dolls were used on first month's bulletin board to show individual progress in various skills and to express their personal thoughts on various subjects in cartoon type captions next to their respective dolls. (Unit on All About Me; C.D. concepts 1 and 2.)

During Brotherhood Week in November, children discussed how they were alike and different in size, coloring, etc., and how each has personsl worth even though different from others. Class also discussed children of other lands and noted differences and similarities in people of different races as seen in films. (Family in Tokyo, and Family Life in India.) (Unit on Brotherhood; C.D. concepts 2 and 3.)

Resource materials included films and a "Who Am I?" kit. Resource persons included a police department sergeant and a volunteer firefighter. Tours included going to the local fire house to learn about equipment and duties of firefighters and touring the school building. Each school helper, including the principal, secretary, school aide, janitor, and cook, told about his/her work. Another tour of the local community enabled class to list the many places at which people were employed. Each child described Daddy's and Mommie's work to the class, and as a group they made a mural of businesses in the community. (Unit on Community and School Helpers, C.D. concepts 2 and 3.)

After discussing community helpers, children role-played various community workers. (Unit on Community Helpers; C.D. concepts 3 and 4.)

Grade 1

Teacher and children used a commercially produced kit throughout the semester to develop an understanding and acceptance of self and others. (Unit on Self: C.D. concept 1.)

Class participated in many activities found in a commercially produced kit, including problem solving situations and situations involving feelings, understanding of others, prejudices, etc. (Unit on Human Relations; C.D. concepts 1, 2, 5, and 7.)

Children discussed large pictures about police officers and firefighters and then invited one from each department to come to their class to talk about their work. Children also used teaching tapes and concluded the unit with a field trip to the police department and the fire station. (Unit on Police Officers and Firefighters; C.D. concept 3.)

In a visit to a hospital, class learned about many hospital jobs besides nurses and doctors. They constructed a cardboard hospital and made furnishings, equipment, and people for each room. The class also observed the construction of a new wing for the hospital, including the workers involved. (Unit on The Hospital; C.D. concepts 1 and 3.)

The class began this unit by studying flat pictures of "hospital helpers," and reading "Curious George Goes to the Hospital." After role-playing and discussing hospital helpers, children illustrated the job that they liked best. Class also participated in the pediatrics orientation program at a hospital where they were given a "doctor's kit." (Unit on Hospital Helpers; C.D. concepts 2, 3, and 5.)

Grade 2

This has been an ongoing activity. It began in the fall when we discussed ourselves and our families, drew pictures of families, and viewed filmstrips on "Who Am I?" We have continued with discussions of feelings and sociability through the use of a self concept kit. (Unit on Building Self Concept; C.D. concepts 1, 2, 3, and 7.)

Children were introduced to the reference book "Who's Who" to point out that individuals have "special" talents, strengths, and interests. They learned to question and identify their own interests and abilities and they then produced illustrated autobiographies including descriptions of their strengths and interests. (Unit on Who's Who at Barstow School; C.D. concept 7.)

A police officer came to class in his police car, brought handcuffs and a hand gun, explained his job, and told the class he liked his work. A powerline worker brought all his tools, showed the equipment in his truck, and climbed a pole as he explained his occupation. Children learned about the work done, the tools that were used, how these community helpers felt about their jobs, and the effect of their work upon the community. (Unit on Community Helpers; C.D. concepts 3 and 5.)

After studying community helpers for a month, the class visited a local bakery and "rubbed elbows" with the workers there. (Unit on Community Helpers Field Trip; C.D. concept 3.)

Our class took a bus to an apple orchared where we observed all activities involved in harvesting and preparing apples for market. We were given a guided tour and each occupation was shown and explained in detail. (Unit on Field Trip to an Apple Orchard; C.D. concepts 3, 4, and 5.)

In December we studied postal procedures in a letter writing unit. We viewed a movie on the post office and then wrote letters to children in the other second grade class. We also made a mailbox in which we mailed the letters. Each desk was given a "street number" for use in addressing and delivering the letters to the proper persons. (Unit on Post Office; C.D. concepts 3,4, 5, and 6.)

Grade 3

Class viewed films and filmstrips and used materials from a self development kit. Then, after discussing different characteristics, talents, personalities, likes and dislikes, children wrote paragraphs about themselves, including the work they thought they would like to do as adults. These were deposited in a box without identification. When picked from box and read to class, children tried to guess whose description it was. (Unit on Who Am I?; C.D. concept 1.)

We used a self development kit for about a month. It included filmstrips, records, and large photoboards. We discussed films, pictures, and related them to ourselves. Using the kit made us aware of how important we are and how we are very much alike. (Unit on Self; C.D. concepts 1 and 2.)

A demonstration of Norwegian baking by one of our mothers was followed by a discussion of the dignity and worth of mother in the home. We also viewed filmstrips "If You Were Born in -- Switzerland, Norway, Mexico, etc." and discussed the baking and cooking arts of Christmas in different lands. We discussed craftsmen such as the woodcarvers in homes of Switzerland and Norway, and made a room display for the unit as a whole. (Unit on Everyone is Important. (Correlated with "Around the World at Christmas.") C.D. concept 3.)

This unit in reading included stories about "The Men Who Run the Trains," "The Forest Firemen," "All in an Afternoon" (babysitting and child care), "Pogo's Truck Ride," "The Little Red Lighthouse and the Great Gray Bridge." The lighthouse story emphasized the importance of the seemingly insignificant lighthouse that stood in the shadow of the big bridge. For each story, we listed the related occupations to the main one portrayed in the story. For each occupation, the child wrote and told why that job was necessary, important and meaningful. They used library books as resource materials and they brought pictures from magazines to illustrate various occupations. (Unit on Work for Everyone; C.D. concepts 1, 2, and 3.)

We viewed films, library books, and our social studies book to gather information and then made a bulletin board display showing western coastal lands and the products from each area. We discussed important occupational skills required in various industries and the importance of climate in determining products and jobs. (Unit on Western Coastal Lands; C.D. concepts 3, 4, 9, and 10.)

A woman from the community came to our classroom and showed slides of her trip to New Zealand on the People to People Agricultural Tour. She emphasized the farming methods and various types of farming, and how the land, climate, etc. influenced the crops and products. (At a later date she showed slides on England, Wales, Scotland, France, and Germany and pointed out these same concepts.) After her presentation, we discussed the similarities and differences between the countries she talked about and our own country. (Unit on New Zealand; C.D. concept 10.)

For each area studied in social studies (deserts, west coastal lands, tropical rain forests, etc.), we made charts showing continents, countries, climates, products, and related jobs. We used many films and filmstrips. (All Area Units; C.D. concepts 3, 10, and 16.)

A railroad brakeman came to class with several railroad maps. This turned our attention to cartography, so we took a field trip to the university to learn how maps are made. We also viewed a film on maps and their meaning. Next, we discussed study prints on home, school, and community helpers. (Unit on Occupations; C.D. concept 3.)

We used films, books, and posters in learning about our role in keeping our environment clean. We then discussed and made reports on the various occupations related to ecology. We culminated the unit by making a big mural entitled "Who Cares? We Do!" (Unit on Ecology; C.D. concepts 2, 3, and 10.)

Children worked in small groups in nine different areas of physical development. It was stressed that each child would have some failure as well as successes as they rotated to different stations. Children were encouraged to help each other. (Unit on Physical Education; C.D. concepts 1, 2, and 7.)

Grade 4

A sound filmstrip, "Me Myself, and I." provided the base for this unit. We discussed terms such as maturity, emotions, and traits, and then related them to occupations. A nurse (also a mother of a student in class) visited the class and told about her work. This led to a discussion of related service occupations. Two class members who have been hospitalized for mental disorders voluntarily told of their experiences to emphasize the importance of accepting one's self. (Unit on Self; C.D. concepts 1, 3, 7, 10, 12.)

Class developed a fictional character and named him "Able American." They followed him through 16th to 20th century as they studied education, government, occupations, farming, inventions, and wars of these centuries. This activity included jobs in professions, science, industry, military, and government, and developed an awareness of the need to prepare for jobs of the future which do not exist today. Unit ended with children developing a choral reading based on what they had learned. (Unit on Patriotism Through the Years; C.D. concepts 6, 9, 11, and 14.)

Parents and grandparents came to class to tell about their occupations. They included an auctioneer, a babysitter, a mapmaker, a nurse, and a waitress. (Unit on Parents' and Grandparents" Career Day; C.D. concepts 2, 4, and 13.)

Each child was asked to make believe he/she was the head of the local Chamber of Commerce and each was given a choice of selling his/her community to a tourist, business man, professional person, laborer, manufacturer, or a retired person. (Unit on Wisconsin Cities; C.D. concept 5.)

Grade 5

Children made lists of their good points, and we made a VIP bulletin board display. Each child was given three days to display anything of importance to him/her. He/she was the King or Queen, the VIP for these three days. (Unit on Self Concept; C.D. concept 1.)

Class compared two occupations: college professor and garbage collector. They discussed which was more important. We also had two resource people tell class about their work. (Unit on Importance of Work; C.D. concept 3.)

Class compared fishing and related occupations in eastern coastal states with midwest occupations, and discovered how geographic location and environment affect our occupations. (Unit on Area Occupations; C.D. concept 10.)

Class discussed how early settlers' occupations such as silversmiths, textile workers, gunsmiths, still exist in New England, and how children often followed in their parents' occupation. A comparison was made between jobs of the past and today's jobs in New England industry. Children prepared reports on occupations and products in the New England States. They also made a large map showing where various products were produced in New England. (Unit on New England States; C.D. concept 11.)

Class discussed the existence of many jobs and how many depend on other jobs. People were interviewed and class discussed their occupations. Films and filmstrips were used to show and describe occupations. Examples: "America at Work," "Iron and Steel," "Agriculture." Students were given a choice of individual projects such as:

(1) Tracing the history and development of a certain product such as paper, lumber, leather, shoes, iron, steel, plastics, farm products, meat products, wood products.

(2) Finding pictures of workers who satisfy social needs and placing these on a map of the North Central States showing where they might work.

(3) Planning and conducting an interview with a farmer, factory worker, construction worker, businessman, service worker, office worker, professional worker, or worker in transportation.

(Unit on North Central States; C.D. concept 3.)

Grades 4-5 (Multi-Unit)

Class made a list of jobs related to our health such as doctors, nurses, technicians, researchers, and the educational requirements for each of these occupations. Children were then given an opportunity to express their ideas about these health services and their importance to them. (Unit on Human Development; C.D. concept 3.)

Class viewed a sound filmstrip entitled, "Our Feelings," and then discussed the many ways in which people are different. We also wrote paragraphs describing classmates without identifying them. The teacher read these and had pupils guess who was being described. (Unit on Developing Personality; C.D. concept 7.)

Grade 6

Sixteen children went to work with their dads and five went to work with their moms to observe what they did at work. (Some had to get to work by 6:30 a.m.) Some of the parents also came to class to talk about their work. (Unit on Career Development; C.D. concepts 3 and 13.)

Each student was asked to select a geographic location of a particular scientific field such as Cape Kennedy. They then did research to enable them to list reasons for the location of selected scientific industries, and they discussed the many occupations related to this particular industry. This led to a discussion of what causes people to select certain lines of work, training requirements, etc. The importance of job satisfaction was stressed in these discussions. (Unit on Area Occupations; C.D. concept 10.)

During discussion of this unit on the first settlers, the students realized that individuals in the colonies had to do their jobs well so all could survive. (Unit on The First Settlers; C.D. concept 3.)

Grades 4-6 (Multi-Unit)

Fifty-four community resource persons from different occupational areas made presentations and demonstrations. We also used a wide variety of films, filmstrips, tapes, and self concept forms from our career development guide. (Unit on Introduction to Career Education; C.D. concepts 3, 4, and 7.)

Students prepared for, viewed, and discussed films and filmstrips on self awareness and studied and discussed charts on self and values. (Unit on Self Awareness; C.D. concepts 1, 2, and 7.)

Each child became a member of an imaginary group such as a group of store owners, real estate brokers, unemployed, etc. By role playing, they discussed environmental factors as they influence and interact with various occupations and careers. (Unit on Ecology; C.D. concept 10.)

After several sessions on related mechanics topics, the upper unit students (grades 4-6) visited the high school auto mechanics class. (Unit on Mechanics; C.D. concepts 1, 3, 4, 6, 8, 9, and 10.)

Along with participating in team sports, class discussed role of sports in society. It was brought out that some play for fun. Others, like the Packers, play as an occupation which they enjoy. (Unit on Team Sports (Football, Soccer, and Basketball); C.D. Concepts 3 and 5.)

As we learned handball, it was pointed out that handball is a new Olympic event. We discussed why athletes compete in the Olympics; and children could understand that many athletes try out for the Olympics to gain recognition for their hard earned skills. (Unit on Team Handball; C.D. concept 2.)

Kindergarten-Grade 6

Everyone played a role in a folk dance, square dance, or rhythm pole. Each one's "job" related to others in class. In K-3 we discussed occupations expressed in folk dances. In 4-6 we discussed role of square dance as a social activity. We also discussed different interests of boys and girls in rhythm. (Unit on Rhythms; C.D. concepts 3 and 7.)

3. Participant activities - Robert C. Van Raalte

(1) We are not at zero. Several separate thrusts in career education are going on, but we need coordination. On April 3, a new Chief State School Officer was elected. She has been a generalist in the DPI for eight years.

(2) I plan to talk with her as soon as possible to suggest career education as a rallying point, for which she can provide leadership in a restructuring of education in the state. This must involve:

(a) Getting political support from the Governor and the legislature.

(b) Developing acceptance by all segments of DPI.

(c) Getting a commitment from the education community, school boards, administrators, principals, teach education.

WYOMING

1. Policy statement not available.

2. Model elementary program - Carbon County School District #13, Rawlins, Wyoming.

This career education program includes grades K-12, with K-7 consisting of the first part of the program which emphasizes career attitude development. Particular to the K-7 part is the use of learning activity packages making it possible for students to work on an individual basis within the self-contained classroom.

Each learning package was written by local elementary teachers. "The Money Tree," "Mathematics Packet Clerk," "Work Habits," "Paying the Piper," and "What's your Bag" are examples of the curriculum units. Each unit contains lesson plans complete with performance objectives, ideas to be learned, learning activities, and workbook activity sheets which allow each student to work individually at their own pace to complete each unit.

3. Participant activities - Darris L. Sander

(1) A few schools are working on the development of career education concepts (Riverton, Rawlins, Rock Springs, Laramie, Casper).

(2) I first plan to report back to my superior and request an opportunity to share ideas and materials with the rest of the staff. I will then request that staff meetings be devoted to clarifying the concepts of implementing career education in all divisions in the State Department of Education. I will examine needs assessment reports to determine the status of career education in the state, as well as re-examine the presentations given at the Impact Behavior Modification Phase I Workshops to improve the sections on career education in all aspects of the presentations. I will also plan a strategy for using the planning models to interest local school districts in implementing career education concepts in their districts. I will work with the universities and the community colleges to the same end.

AGENDA

Monday, April 2, 1973

12:00 p.m. - 2:00 p.m.	REGISTRATION in the hotel lobby
2:00 p.m. - 2:05 p.m.	INTRODUCTION by Garth Mangum, University of Utah
2:05 p.m. - 2:30 p.m.	FILM: "Career Education"
2:30 p.m. - 3:00 p.m.	KEYNOTE: "The What and Why of Career Education", Joseph Cronin, Secretary of Education and Cultural Affairs, Commonwealth of Massachusetts
3:00 p.m. - 3:20 p.m.	SPEECH: "Elementary Education's Role in Career Education", Kenneth Hoyt, University of Maryland
3:20 p.m. - 3:30 p.m.	BREAK
3:30 p.m. - 4:00 p.m.	SLIDE TAPE
4:00 p.m. - 5:00 p.m.	DISCUSSION: "What do you see as the principle problem in achieving the following gains in the elementary school?", Kenneth Hoyt 1. Development of positive work values 2. Awareness of why people work and the range of reasons they select for electing one option over another 3. A clear perception of self within the world and the beginnings of identification with the people who represent certain broad career areas
5:00 p.m. - 7:00 p.m.	DINNER - on your own
7:00 p.m. - 8:30 p.m.	DEMONSTRATION WORKSHOP I Home, Family and School in Career Education Each session will consist of demonstrations of how various schools and school systems have attacked various components of career education in the elementary school. After each demonstration workshop, small groups of 10-12 will discuss the component and develop their own curriculum units to accomplish the same objective. These will be written up for inclusion in the conference report and provided to each participant.
7:00 p.m.	1. DEMONSTRATION - Elwood Peterson, Brigham Young University. Live family in career educational learning situation in the home using materials provided by schools
	2. DEMONSTRATION - Dorothy Rich, The Home and School Institute, Washington, D.C. School and parent community involvement, in-career development for teachers

	and administrators
8:30 p.m. - 9:30 p.m.	DISCUSSION GROUPS - Develop further ideas leading to assignments for written prospectus

Tuesday, April 3

8:30 a.m. - 10:45 a.m.	DEMONSTRATION WORKSHOP II Teaching Academic Subjects in a Career Education Framework
8:30 a.m.	1. DEMONSTRATION - Midge Smith, University of Florida Techniques by which traditional subject matter has been infused with concepts of work values, career awareness, and self-image.
9:15 a.m.	2. DEMONSTRATION - Sueann West, Hickory Elementary School, How career education has been implemented into all parts of the elementary curriculum at Hickory Elementary
10:00 a.m.	3. DEMONSTRATION - George Richmond, Harvard University. Learning economics in the elementary grades
10:45 a.m. - 12:00 noon	DISCUSSION GROUPS Develop further ideas leading to assignments for write up.
12:00 noon - 2:00 p.m.	LUNCHEON Speaker: The Honorable Donald Dwight, Lieutenant Governor, Commonwealth of Massachusetts Introduction by Thomas Curtin, Deputy Commissioner, Massachusetts Department of Education
2:00 p.m. - 2:45 p.m.	DEMONSTRATION WORKSHOP III School-Community-Industry Linkages
2:00 p.m.	DEMONSTRATION - Darryl Laramore, Sonoma County Office of Education. Illustrations of ways schools have identified and used learning resources and environments within the community and have brought employers, employees, unions ,civil and social agencies, and public officials into the career education process
2:45 p.m. - 3:45 p.m.	DISCUSSION GROUPS Groups discuss and develop other ideas and write them up.
4:00 p.m. - 5:45 p.m.	DEMONSTRATION WORKSHOP IV Preparing Teachers to Implement Career Development Concepts

4:00 p.m.	DEMONSTRATION - Robert Jervis, Anne Arundel Public Schools. Ideas and proposals for assisting elementary teachers to develop creative practices in career development
4:45 p.m. - 5:45 p.m.	DISCUSSION GROUPS Development of further ideas and specific written commitment from each individual of subsequent action intended
5:45 p.m. - 6:45 p.m.	COCKTAIL PARTY - Courtesy of Olympus Publishing Company EVENING FREE DISPLAYS OPEN

Wednesday, April 4

9:00 a.m. - 11:00 a.m.	WORKSHOP V - STRATEGIES FOR IMPLEMENTATION
9:00 a.m.	1. POST-TEST - Administer 2. PANEL Federal officials and representatives of states doing an outstanding job of implementing career education in their elementary schools will discuss how they are doing it and the problems and successes they are experiencing
10:15 a.m.	3. DEVELOPMENT OF STRATEGIES FOR IMPLEMENTATION at the SEA and LEA level Paul Manchak, Branch Chief, Career Education Personnel Development Center Frank Paragolli, Staff, Personnel Development Center Kenneth Hoyt, University of Maryland Garth Mangum, University of Utah William Young, Bureau of Occupational and Adult Education
11:00 a.m. - 11:30 a.m.	FINAL INSTRUCTIONS AND CHARGE
11:30 a.m.	ADJOURNMENT

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